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1956

CATALOGUE OF
PHILLIPS ACADEMY

Andover, Massachusetts

178th

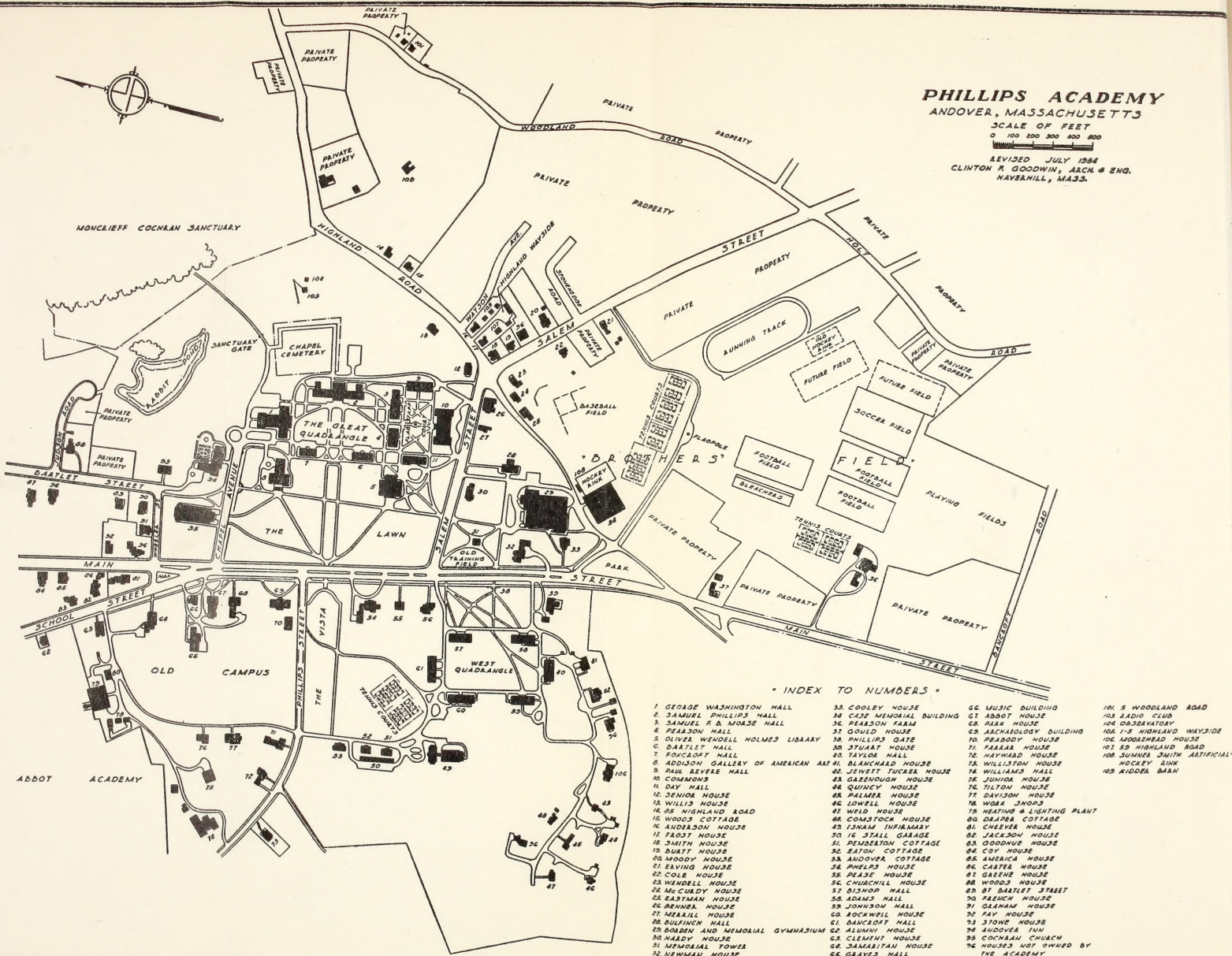


Year

PHILLIPS ACADEMY ANDOVER, MASSACHUSETTS

SCALE OF FEET
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REVISED JULY 1984
CLINTON A. GOODWIN, ARCH & ENG.
NAVERHILL, MASS.



* INDEX TO NUMBERS *

- | | | | |
|-----------------------------------|---------------------------|-----------------------------|-----------------------------|
| 1 GEORGE WASHINGTON HALL | 33 COOLEY HOUSE | 66 MUSIC BUILDING | 101 S WOODLAND ROAD |
| 2 SAMUEL PHILLIPS HALL | 34 CASE MEMORIAL BUILDING | 67 ABBOT HOUSE | 102 RADIO CLUB |
| 3 SAMUEL R & MOSE HALL | 35 PEARSON FARM | 68 PARK HOUSE | 103 OBSERVATORY |
| 4 PEARSON HALL | 36 GOULD HOUSE | 69 ARCHBISHOP'S BUILDING | 104 1/2 HIGHLAND WAYSIDE |
| 5 OLIVER WENDELL HOLMES LIBRARY | 37 PHILLIPS GATE | 70 PEABODY HOUSE | 105 MOOREHEAD HOUSE |
| 6 BARTLEY HALL | 38 STUART HOUSE | 71 FARRAR HOUSE | 106 59 HIGHLAND ROAD |
| 7 FORECAST HALL | 39 TAYLOR HALL | 72 HAYWARD HOUSE | 107 SUMNER SMITH ARTIFICIAL |
| 8 ADDISON GALLERY OF AMERICAN ART | 40 BLANCHARD HOUSE | 73 WILLISTON HOUSE | 108 SUMNER SMITH ARTIFICIAL |
| 9 MISS REVILLE HALL | 41 JEWETT TUCKER HOUSE | 74 WILLIAMS HALL | 109 HOCKEY RINK |
| 10 COMMONS | 42 GREENOUGH HOUSE | 75 DAVISON HOUSE | 110 RIDDERA BARN |
| 11 DAY HALL | 43 QUINCY HOUSE | 76 JUNIOR HOUSE | |
| 12 SENIOR HOUSE | 44 PALMER HOUSE | 77 TILTON HOUSE | |
| 13 WILLIS HOUSE | 45 LOWELL HOUSE | 78 WORK SHOPS | |
| 14 59 HIGHLAND ROAD | 46 WEID HOUSE | 79 HEATING & LIGHTING PLANT | |
| 15 WOODS COTTAGE | 47 COMSTOCK HOUSE | 80 OLIVER COTTAGE | |
| 16 ANDERSON HOUSE | 48 CHAMBERLAIN HOUSE | 81 CHEEVER HOUSE | |
| 17 TROST HOUSE | 49 16 STALL GARAGE | 82 JACKSON HOUSE | |
| 18 SMITH HOUSE | 50 REMINGTON COTTAGE | 83 GOODHUE HOUSE | |
| 19 BURT HOUSE | 51 EATON COTTAGE | 84 COY HOUSE | |
| 20 MOODY HOUSE | 52 ANDOVER COTTAGE | 85 AMERICA HOUSE | |
| 21 ELYING HOUSE | 53 PHELPS HOUSE | 86 CARTER HOUSE | |
| 22 COLE HOUSE | 54 PRASE HOUSE | 87 GREENE HOUSE | |
| 23 WENDELL HOUSE | 55 CHURCHILL HOUSE | 88 WOODS HOUSE | |
| 24 MCCURDY HOUSE | 56 BISHOP HALL | 89 ST BARTLEY STREET | |
| 25 EASTMAN HOUSE | 57 ADAMS HALL | 90 FAETH HOUSE | |
| 26 BENNETT HOUSE | 58 JOHNSON HALL | 91 GRAMAM HOUSE | |
| 27 MEAKILL HOUSE | 59 ROCKWELL HOUSE | 92 RAY HOUSE | |
| 28 BULFINCH HALL | 60 DANFORTH HALL | 93 JONES HOUSE | |
| 29 BORDEN AND MEMORIAL GYMNASIUM | 61 ALUMNI HOUSE | 94 ANDOVER TUN | |
| 30 HARRY HOUSE | 62 CLEMENT HOUSE | 95 COCHMAN CHURCH | |
| 31 MEMORIAL TOWER | 63 JAMARITAN HOUSE | 96 HOUSES NOT OWNED BY | |
| 32 NEWMAN HOUSE | 64 GRAVES HALL | THE ACADEMY | |

1956

CATALOGUE OF
PHILLIPS ACADEMY

Andover, Massachusetts

ONE HUNDRED AND SEVENTY-EIGHTH YEAR



Published by Phillips Academy, Andover, Massachusetts

PHILLIPS ACADEMY

TABLE OF CONTENTS

CALENDARS.....	4, 5
FOUNDERS AND HEADMASTERS.....	6
TRUSTEES.....	7, 8
FACULTY.....	9
ADMINISTRATIVE DEPARTMENTS AND OFFICERS.....	16
PURPOSE OF PHILLIPS ACADEMY.....	19
HISTORICAL SKETCH.....	20
COURSE OF STUDY.....	23
Diploma Requirements.....	24
The Normal Four-Year Program.....	25
GENERAL INFORMATION.....	28
Plan of Residence and Eating.....	28
Faculty Counsellors.....	28
Religion.....	29
Cultural Opportunities.....	30
Student Activities.....	31
Athletics and Physical Education.....	36
Health Supervision.....	37
Daily Schedule.....	38
Work Program.....	39
Grades and Reports.....	39
Discipline.....	39
Summer Session.....	41
College Admissions — Class of 1955.....	42
Financial.....	43
Tuition Charges.....	43
Breakage Deposit.....	44
Medical Insurance.....	44

PHILLIPS ACADEMY

Financial (<i>continued</i>)	45
"Extras"	45
Scholarship Aid	46
ADMISSIONS	47
General Policy	47
Procedure in Applying	48
Requirements for Each Class	49
Entrance Examinations, Schedule	52
Entrance Examinations, Charges and Arrangements	53
Entrance Examinations, Preparation for	53
Room Equipment and Clothing	54
DESCRIPTION OF COURSES	55
BUILDINGS AND EQUIPMENT	72
Grounds	72
Special Buildings	73
Dormitories	76
Classroom Buildings	78
Other Buildings	79
PRIZES	82
SCHOLARSHIPS	90
General Scholarship Funds	90
Special Scholarship Funds	93
Annual Gift Scholarships	95
STUDENTS 1955-56	97
Geographical Representation	97
Classification	97
Names	97
ALUMNI ORGANIZATION	115
INDEX	119
APPLICATION BLANK	121

1956

JANUARY

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CALENDAR

SCHOOL YEAR 1955-1956

Fall term begins.....Monday, September 19, 1955
Rooms ready for occupancy.....8:00 A.M., Monday, September 19
Fall term ends.....Thursday, December 15

CHRISTMAS RECESS—20 days

Winter term begins.....8:15 P.M., Wednesday, January 4, 1956
School entrance examinations.....Saturday, February 25
Winter term ends.....Friday, March 16
College Board examinations for
Seniors.....Saturday, March 17

SPRING RECESS—19 days

Spring term begins.....8:15 P.M., Wednesday, April 4
Placement examinations for successful
candidates for admission.....Friday and Saturday, May 18 and 19
Recitations close.....Thursday, June 7
Commencement.....Sunday, June 10
Spring term ends.....Sunday, June 10

SUMMER SESSION 1956

Summer session begins.....Tuesday, June 26
Summer session ends.....Wednesday, August 22

SCHOOL YEAR 1956-1957

Fall term begins.....Monday, September 17, 1956
Rooms ready for occupancy.....8:00 A.M., Monday, September 17
Fall term ends.....Wednesday, December 19

CHRISTMAS RECESS—18 days

Winter term begins.....8:15 P.M., Sunday, January 6, 1957
Winter term ends.....Friday, March 15

SPRING RECESS—19 days

Spring term begins.....8:15 P.M., Wednesday, April 3
Recitations close.....Thursday, June 6
Commencement.....Sunday, June 9
Spring term ends.....Sunday, June 9

SUMMER SESSION 1957

Summer session begins.....Tuesday, June 25
Summer session ends.....Wednesday, August 21

PHILLIPS ACADEMY

PHILLIPS ACADEMY

Founded in 1778 by

Samuel Phillips

John Phillips, LL.D.

Samuel Phillips, Jr.

CONSTITUTION AND DEED OF TRUST SIGNED

April 21, 1778

SCHOOL OPENED

April 30, 1778

ACT OF INCORPORATION

October 4, 1780

HEADMASTERS

ELIPHALET PEARSON, LL.D.

1778—1786

EBENEZER PEMBERTON, LL.D.

1786—1793

MARK NEWMAN, A.M.

1794—1809

JOHN ADAMS, LL.D.

1810—1833

OSGOOD JOHNSON, A.M.

1833—1837

SAMUEL H. TAYLOR, LL.D.

1837—1871

FREDERIC W. TILTON, A.M.

1871—1873

CECIL F. P. BANCROFT, Ph.D., L.H.D., LL.D.

1873—1901

ALFRED E. STEARNS, Litt.D., L.H.D., LL.D.

1903—1933

CLAUDE M. FUESS, Ph.D., Litt.D., L.H.D., LL.D.

1933—1948

JOHN M. KEMPER, A.M., L.H.D., Litt.D.

1948—

PHILLIPS ACADEMY

TRUSTEES

PRESIDENT

HENRY WISE HOBSON '10, D.D. CINCINNATI, OHIO
Elected 1937, President since 1947

CLERK

JOHN MASON KEMPER, A.M., L.H.D., Litt.D. ANDOVER
Elected 1948

TREASURER

ABBOT STEVENS '07, A.B. NORTH ANDOVER
Elected 1935, Treasurer since 1949

PHILIP LORING REED '02 DEDHAM
Elected 1933

FRANCIS ABBOT GOODHUE '02, A.B. HEWLETT, L. I., N. Y.
Elected 1935

ROBERT ABBE GARDNER '08, A.B. CHICAGO, ILL.
Elected 1938

JAMES PHINNEY BAXTER, III '10, PH.D., LITT.D., L.H.D.,
D.Sc., LL.D. WILLIAMSTOWN
Elected 1942

LINDSAY BRADFORD '10, LL.D. NEW YORK, N. Y.
Elected 1943

CHAUNCEY BREWSTER GARVER '04, A.B. NEW YORK, N. Y.
Elected 1947

PHILLIPS ACADEMY

JOHN PETERS STEVENS, JR. '15, A.B. PLAINFIELD, N. J.
Elected 1948

CHARLES STAFFORD GAGE '21, A.M. NEW YORK, N. Y.
Elected 1952

ROBERT MERRIMAN KIMBALL '29, S.B. WABAN
Elected 1952

BROMWELL AULT '18, S.B. NEW YORK, N. Y.
Elected 1953

ALUMNI TRUSTEES

REGINALD HAMMERICK SMITHWICK '17, M.D.
MARBLEHEAD NECK
Elected 1953 for three years

FREDERICK GOODRICH CRANE '15, A.B. DALTON
Elected 1954 for three years

FLETCHER ELLIS NYCE '26, A.B. CINCINNATI, OHIO
Elected 1955 for three years

DAVID AUGUSTUS DUDLEY '28, S.B. MARBLEHEAD
Ex-Officio for one year as President
of the Alumni Association

RECORDING SECRETARY

M. LAWRENCE SHIELDS MARBLEHEAD
Appointed 1954

PHILLIPS ACADEMY

FACULTY

JOHN MASON KEMPER, A.M., L.H.D., Litt.D.

Headmaster

Elected 1948

CLAUDE MOORE FUESS, Ph.D., Litt.D., L.H.D., LL.D.

Headmaster, Emeritus 1908-1948

Chestnut Hill

FREDERICK EDWIN NEWTON, Ph.B.

Instructor in Mathematics, Emeritus

West Hartford, Conn.

1895-1939

FRANK O'BRIEN, A.B.

Instructor in English, Emeritus

Andover

1910-1942

GEORGE FRANKLIN FRENCH, A.M.

Instructor in French, Emeritus

Andover

1907-1944

LESTER EDWARD LYNDE, A.M.

Dean, Emeritus

Andover

1901-1944

CARL FRIEDRICH PFATTEICHER, Ph.D., Th.D. Philadelphia, Pa.

Instructor in Music and Philosophy, Emeritus

1912-1947

FREDERICK MAY BOYCE, A.M.

Instructor in Physics, Emeritus

Barrington, R. I.

1909-1948

OSWALD TOWER, A.B.

Dean and Instructor in Mathematics, Emeritus

Andover

1910-1949

RAY ARTHUR SHEPARD, S.B.

Director of Physical Education, Emeritus

Gardiner, Maine

1919-1949

ALICE THACHER WHITNEY

Recorder, Emerita

Andover

1902-1950

LESTER CHARLES NEWTON, A.M.

Instructor in French and German, Emeritus

Andover

1918-1952

HENRY PRESTON KELLEY, A.M.

Instructor in Spanish, Emeritus

Pepperell

1918-28, 1935-1952

LIONEL DENIS PETERKIN, A.M.

Instructor in Latin, Emeritus

Hancock, N. H.

1932-1954

PHILLIPS ACADEMY

MONTVILLE ELLSWORTH PECK	North Bridgeton, Me.
<i>Instructor in Physical Education, Emeritus</i>	1916-1955
GUY JOHNSON FORBUSH, A.B.	Andover
<i>Instructor in French, Emeritus</i>	1917-1920, 1924-1955
FRANK MAY BENTON, A.B.	Appointed 1918
<i>Instructor in Latin on the Elizabeth Milbank Anderson Foundation</i>	
WINFIELD MICHAEL SIDES, S.B.	Appointed 1919
<i>Instructor in Mathematics on the Martha Cochran Foundation</i>	
ROSCOE EDWIN DAKE, S.B.	Appointed 1921
<i>Instructor in Chemistry on the Alfred Ernest Stearns Foundation</i>	
*JOHN SEDGWICK BARSS, A.M.	Appointed 1923
<i>Instructor in Physics on the George Peabody Foundation</i>	
M. LAWRENCE SHIELDS, A.B.	Appointed 1923
<i>Secretary of the Academy</i>	
ALAN ROGERS BLACKMER, A.M.	Appointed 1925
<i>Instructor in English on the Jonathan French Foundation</i>	
<i>Director of Studies</i>	
SCOTT HURTT PARADISE, A.M., 1924-1925, re-appointed 1926	
<i>Instructor in English on the Ammi Wright Lancashire Foundation</i>	
KENNETH SMITH MINARD, A.M.	Appointed 1928
<i>Instructor in History</i>	
GEORGE KNIGHT SANBORN, S.B.	Appointed 1928
<i>Instructor in Biology</i>	
EMORY SHELBY BASFORD, A.B.	Appointed 1929
<i>Instructor in English on the Alfred Lawrence Ripley Foundation</i>	
ALFRED GRAHAM BALDWIN, D.D.	Appointed 1930
<i>Instructor in Religion</i>	
<i>School Minister</i>	
*ROBERT EDWARD MAYNARD, S.B.	Appointed 1931
<i>Instructor in Mathematics</i>	
LEONARD FRANK JAMES, A.M.	Appointed 1932
<i>Instructor in History on the Cecil F. P. Bancroft Foundation</i>	

*On leave of absence.

PHILLIPS ACADEMY

*GEORGE GRENVILLE BENEDICT, A.M.	1930-32, re-appointed 1933
<i>Dean of Students</i>	
DOUGLAS SWAIN BYERS, A.M.	Appointed 1933
<i>Instructor in Anthropology</i>	
*ARTHUR BURR DARLING, Ph.D.	1917-18, re-appointed 1933
<i>Instructor in History</i>	
*BARTLETT HARDING HAYES, JR., A.B.	Appointed 1933
<i>Instructor in Art</i>	
ROGER WOLCOTT HIGGINS, A.M.	Appointed 1933
<i>Instructor in English</i>	
JAMES RUTHVEN ADRIANCE, A.B.	Appointed 1934
<i>Executive Director, Alumni Fund</i>	
<i>Chairman, Enrollment and Scholarship Committee</i>	
ALSTON HURD CHASE, Ph.D.	Appointed 1934
<i>Instructor in Greek and Latin on the Samuel Harvey Taylor Foundation</i>	
NORWOOD PENROSE HALLOWELL, JR., A.B.	Appointed 1934
<i>Instructor in English</i>	
FRANK FREDERICK DiCLEMENTE, S.B.	Appointed 1935
<i>Instructor in Physical Education</i>	
JAMES HOOPER GREW, D. è L.	Appointed 1935
<i>Instructor in French</i>	
FREDERICK SCOULLER ALLIS, JR., A.M.	Appointed 1936
<i>Instructor in History</i>	
CHESTER ARCHIBALD COCHRAN, A.M.	Appointed 1936
<i>Instructor in French</i>	
FREDERICK JOHNSON, S.B.	Appointed 1936
<i>Instructor in Archaeology</i>	
STEPHEN STANLEY SOROTA, S.B.	Appointed 1936
<i>Instructor in Physical Education</i>	
STEPHEN WHITNEY, A.M.	Appointed 1936
<i>Instructor in French</i>	
<i>Director of the Summer Session</i>	
FLOYD THURSTON HUMPHRIES, A.B.	Appointed 1937
<i>Instructor in French</i>	

*On leave of absence.

PHILLIPS ACADEMY

*HART DAY LEAVITT, A.B. <i>Instructor in English and Music</i>	Appointed 1937
MILES STURDIVANT MALONE, Ph.D. <i>Instructor in History</i>	Appointed 1937
WILLIAM HAYES BROWN, A.M. <i>Instructor in English</i>	Appointed 1938
RICHARD SAWYER PIETERS, A.M. <i>Instructor in Mathematics</i>	Appointed 1938
ROBERT WHITEMORE SIDES, A.B. <i>Instructor in Mathematics</i> <i>Director of Admissions</i>	Appointed 1938
JOHN BROMHAM HAWES, Ed.M. <i>Instructor in English</i>	1933-1936, re-appointed 1939
JOHN KINGSBURY COLBY, A.M. <i>Instructor in Latin</i>	Appointed 1940
HARPER FOLLANSBEE, Ed.M. <i>Instructor in Biology</i>	Appointed 1940
PATRICK MORGAN, A.B. <i>Instructor in Art</i>	Appointed 1940
WALTER GIERASCH, A.B. <i>Instructor in English</i>	Appointed 1941
DUDLEY FITTS, A.B. <i>Instructor in English on the Emilie Belden Cochran Foundation</i>	Appointed 1941
FRANCIS BERTRAND MCCARTHY, A.B. <i>Instructor in English and Philosophy</i>	Appointed 1941
DOUGLAS MANSOR DUNBAR, A.B. <i>Instructor in Mathematics and Bible</i>	Appointed 1942
EVAN ALBERT NASON, A.B. <i>Instructor in Mathematics</i>	Appointed 1942
ROBERT BATES TAYLOR, A.M. <i>Instructor in Spanish</i>	Appointed 1943
ELBERT COOK WEAVER, A.M. <i>Instructor in Chemistry</i>	Appointed 1943

*On leave of absence.

PHILLIPS ACADEMY

CORNELIUS GORDON SCHUYLER BANTA, S.B. <i>Instructor in Mathematics</i>	Appointed 1944
JOSEPH RITTENHOUSE WEIR DODGE, A.M. <i>Instructor in English</i>	Appointed 1944
ALEXANDER DUNNETT GIBSON, A.M. <i>Instructor in French</i> <i>Director of the Bureau of Self-Help</i>	Appointed 1944
JOHN SHAPLEIGH MOSES, B.D. <i>Instructor in Bible</i>	Appointed 1945
WILLIAM HENRY HARDING, A.B. <i>Instructor in History</i>	Appointed 1946
FREDERICK ALMOND PETERSON, A.M. <i>Instructor in English</i> <i>Admissions Officer</i>	Appointed 1946
*ALLAN GEORGE GILLINGHAM, Ph.D. <i>Instructor in Latin and German on the John Charles Phillips Foundation</i>	Appointed 1947
PETER QUACKENBUSH MCKEE, Ed.M. <i>Instructor in Physics</i>	Appointed 1947
DONALD EMERY MERRIAM, A.M. <i>Instructor in Spanish and French</i>	Appointed 1947
VALLEAU WILKIE, JR., A.B. <i>Instructor in History</i>	Appointed 1948
GORDON GILMORE BENSLEY, A.B. <i>Instructor in Art</i>	Appointed 1949
JOHN RICHARD LUX, S.B. <i>Instructor in Mathematics</i>	Appointed 1949
WILLIAM LOUIS SCHNEIDER, Mus. Ed. B. <i>Instructor in Music</i>	Appointed 1949
WILLIAM RUSSELL BENNETT, JR., A.B. <i>Acting Dean of Students</i>	Appointed 1950
WILLIAM JOHN BUEHNER, A.M. <i>Instructor in Latin</i>	Appointed 1950

*On leave of absence.

PHILLIPS ACADEMY

SIMEON HYDE, JR., A.M. <i>Instructor in English</i>	Appointed 1950
REAGH CLINTON WETMORE, M.P.E. <i>Instructor in Physical Education and Chemistry</i>	Appointed 1950
WALTER F. W. LOHNES, A.M. <i>Instructor in German</i>	Appointed 1951
HENRY WARING SCHERESCHEWSKY, A.B. <i>Comptroller</i>	Appointed 1951
FREDERIC ANNESS STOTT, A.B. <i>Alumni Secretary, Director of Public Relations</i>	Appointed 1951
PHILIP BROWNLIE WELD, B.E. <i>Instructor in Physics</i>	Appointed 1951
WILLIAM FRANKLIN GRAHAM, S.B. <i>Instructor in Mathematics, Excusing Officer</i>	Appointed 1952
FRED HAROLD HARRISON, A.M. <i>Instructor in English and Physical Education</i>	Appointed 1952
JOHN CLAIBOURNE McCLEMENT, Ed.M. <i>Instructor in Mathematics</i>	Appointed 1952
JOSHUA LEWIS MINER, III, A.B. <i>Instructor in Physics, Science, and Physical Education</i>	Appointed 1952
*SAMUEL VAN KUREN WILLSON, A.B. <i>Instructor in English</i>	Appointed 1952
JAMES HAROLD COUCH, A.M. <i>Instructor in Spanish</i>	Appointed 1953
SHERMAN FREDERICK DRAKE, S.B. <i>Instructor in Mathematics</i>	Appointed 1953
WALTER GEORGE GREENALL, JR., A.B. <i>Bursar</i>	Appointed 1953
EDMOND EMERSON HAMMOND, JR., S.M. <i>Instructor in Mathematics and Physics</i>	Appointed 1953
LOUIS JOHN HOITSMA, JR., Ed.M. <i>Instructor in Mathematics</i>	Appointed 1953

*On leave of absence.

PHILLIPS ACADEMY

ROBERT PENNIMAN HULBURD, A.B. <i>Instructor in German</i>	Appointed 1953
DALTON HUNTER MCBEE, A.B. <i>Instructor in English</i>	Appointed 1953
DONALD MILLER CLARK, M.D. <i>Medical Director</i>	Appointed 1954
DONALD ROCHESTER KEY, A.B. <i>Instructor in Music</i>	Appointed 1954
WILLIAM LAURENCE MARKEY, A.M. <i>Instructor in French</i>	Appointed 1954
HARFORD WILLING HARE POWEL, JR., A.M. <i>Instructor in English</i>	Appointed 1954
ALBERT KARL ROEHRIG, A.B. <i>Instructor in English</i>	Appointed 1954
DAVID EDWARD THOMAS, A.M. <i>Instructor in Latin</i>	Appointed 1954
VALERIAN FERDINAND LAGUEUX, JR., MUS.B. <i>Instructor in Music</i>	Appointed 1955
ROBERT EDWIN LANE, A.M. <i>Instructor in Latin, Greek, and Russian</i>	Appointed 1955
THOMAS MICHAEL MIKULA, A.M. <i>Instructor in Mathematics</i>	Appointed 1955
DONALD GRAHAM OUTERBRIDGE, A.B. <i>Instructor in Art</i>	Appointed 1955
HAROLD HOLMES OWEN, JR., A.M. <i>Instructor in English</i>	Appointed 1955
THOMAS JOSEPH REGAN, A.B. <i>Instructor in English</i>	Appointed 1955
COLIN HUBERT SILVER, A.M. <i>Instructor in Latin and Greek</i>	Appointed 1955
RALPH H. R. L. SYMONDS, A.B. <i>Instructor in French</i>	Appointed 1955

PHILLIPS ACADEMY

ADMINISTRATIVE DEPARTMENTS

Correspondence with administrative officers should be addressed to them at George Washington Hall. Office hours: week days, 9:00 a.m. to 12:00 and (except Saturday) 2:00 p.m. to 5:00 p.m. Appointments should be made in advance if possible. For information, call or see Miss Meredith Thiras, Receptionist (telephone Andover 720), during office hours.

HEADMASTER'S OFFICE

JOHN MASON KEMPER, A.M., L.H.D., Litt.D., *Headmaster*
MRS. AMY R. ROBINSON, *Secretary to the Headmaster*

ADMISSIONS OFFICE

ROBERT WHITTEMORE SIDES, A.B., *Director of Admissions*
FREDERICK ALMOND PETERSON, A.M., *Admissions Officer*

SUMMER SESSION OFFICE

STEPHEN WHITNEY, A.M., *Director of the Summer Session*

OFFICE OF THE DIRECTOR OF STUDIES

ALAN ROGERS BLACKMER, A.M., *Director of Studies*

OFFICE OF THE DEAN OF STUDENTS

WILLIAM RUSSELL BENNETT, JR., A.B., *Acting Dean of Students*
WILLIAM FRANKLIN GRAHAM, S.B., *Excusing Officer*
RUTH M. WHITEHILL, *Secretary*

BUREAU OF SELF-HELP

ALEXANDER DUNNETT GIBSON, A.M., *Director of the Bureau of Self-Help*

TREASURER'S OFFICE

HENRY WARING SCHERESCHEWSKY, A.B., *Comptroller*
WALTER GEORGE GREENALL, JR., A.B., *Bursar*
MARION E. HILL, *Office Manager and Purchasing Agent*
ANN S. LESLIE, *Executive Secretary*
EVELYN H. GORDON, *Director of Student Accounts*

PHILLIPS ACADEMY

SECRETARY OF THE ACADEMY AND ALUMNI OFFICE

M. LAWRENCE SHIELDS, A.B., *Secretary of the Academy*

JAMES RUTHVEN ADRIANCE, A.B., *Executive Director, Alumni Fund and Chairman,
Enrollment and Scholarship Committee*

FREDERIC ANNESS STOTT, A.B., *Alumni Secretary and Director of Public Relations*
MRS. RUTH A. WHITE, *Secretary*

DEPARTMENT OF HEALTH

DONALD MILLER CLARK, M.D., *Medical Director*
JOSEPH THOMAS McNALLY, M.D., *Associate School Physician*
NICHOLAS RIZZO, M.D., *Consulting Psychiatrist*
ALBERT KARL ROEHRIG, A.B., *Psychologist*
MRS. VERA B. WESTOVER, *Executive Secretary*
MISS EILEEN A. HALL, *Medical Secretary*

Local Consultants

GEORGE WEST, M.D., *Radiologist*
JOHN JOSEPH KELLEHER, JR., M.D., *Orthopedist*
JOHN JOSEPH LORENTZ, M.D., *Physical Medicine and Rehabilitation*
JOHN PAUL HOLIHAN, M.D., *Anesthesiologist*
JOHN CRICHTON BROWN, D.M.D., *Senior Dentist*
HERMAN DEWILDE, M.D., D.M.D., *Associate Dentist*
C. PAUL BONIN, D.M.D., *Orthodontist*

OLIVER WENDELL HOLMES LIBRARY

ELIZABETH EADES, A.B., S.B., *Librarian*
MRS. DOROTHY B. BLOOM, S.B., *Cataloguer*
BARBARA McDONNELL, A.B., S.B., *Reference Librarian*
MRS. FRANCES C. DOWD, A.B., M.S., *Assistant Cataloguer*

ADDISON GALLERY OF AMERICAN ART

PATRICK MORGAN, A.B., *Acting Director*
ANTOINETTE THIRAS, *Secretary and Registrar*

ROBERT S. PEABODY FOUNDATION FOR ARCHAEOLOGY

DOUGLAS S. BYERS, A.M., *Director*
FREDERICK JOHNSON, S.B., *Curator*
THEODORE L. STODDARD, A.B., *Research Fellow*
ALFRED V. KIDDER, Ph.D., *Research Associate in Southwestern Archaeology*

PHILLIPS ACADEMY

DEPARTMENT OF PHYSICAL EDUCATION AND ATHLETICS

FRED HAROLD HARRISON, A.M., *Director of Physical Education and Athletics*
FRANK FREDERIC DiCLEMENTE, S.B., *Instructor in Physical Education*
JOSHUA LEWIS MINER, III, A.B., *Instructor in Physical Education*
STEPHEN STANLEY SOROTA, S.B., *Instructor in Physical Education*
REAGH CLINTON WETMORE, M.P.E., *Instructor in Physical Education*
JOHN FRANK BRONK, *Assistant in the Department of Athletics and Trainer*

DEPARTMENT OF MUSIC

WILLIAM LOUIS SCHNEIDER, Mus.Ed.B., *Chairman and Instructor in Stringed Instruments*
MRS. LORENE BANTA, Ph.D., *Instructor in Organ*
DONALD ROCHESTER KEY, A.B., *Instructor in Brass Instruments*
MRS. JOYCE KEY, Mus.B., *Instructor in Voice*
VALERIAN FERDINAND LAGUEUX, JR., Mus.B., *Instructor in Woodwind and Brass Instruments*
ALBION METCALF, *Instructor in Piano and Organ*
LEON TUMARKIN, *Instructor in Piano*
PHILIP VISCUVIA, *Instructor in Woodwinds*

DEPARTMENT OF LANGUAGE TRAINING

MRS. LUCIA DODGE, A.B., *Associate in Language Training*
MRS. MARY I. BORDEN, *Assistant in Language Training*
MRS. RETA V. BUCHAN, *Assistant in Language Training*
MRS. CHARLOTTE WILSON, *Assistant in Language Training*

MONCRIEFF COCHRAN SANCTUARY

GEORGE KNIGHT SANBORN, S.B., *Warden*

CHAIRMEN OF ACADEMIC DEPARTMENTS

ARCHAEOLOGY	DOUGLAS SWAIN BYERS, A.M.
ART	BARTLETT HARDING HAYES, JR., A.B.
ATHLETICS	FRED HAROLD HARRISON, A.M.
BIOLOGY	HARPER FOLLANSBEE, Ed.M.
CHEMISTRY	ROSCOE EDWIN DAKE, S.B.
CLASSICS	ALSTON HURD CHASE, Ph.D.
ENGLISH	EMORY SHELBY BASFORD, A.B.
FRENCH	JAMES HOOPER GREW, D. è L.
GERMAN	WALTER F. W. LOHNES, A.M.
HISTORY	LEONARD FRANK JAMES, A.M.
MATHEMATICS	WINFIELD MICHAEL SIDES, S.B.
MUSIC	WILLIAM LOUIS SCHNEIDER, Mus. Ed. B.
PHYSICS	JOHN SEDGWICK BARSS, A.M.
RELIGION	ALFRED GRAHAM BALDWIN, D.D.
SPANISH	ROBERT BATES TAYLOR, A.M.

PURPOSE OF PHILLIPS ACADEMY

The purpose of Phillips Academy is to teach "the great end and real business of living," according to its Constitution signed in 1778. Adapted to conditions of modern life, the aim of the Academy remains essentially the same: to intensify and broaden the capacities of its students that they may go out into a larger world with trained minds and bodies, adequate cultural resources, high personal ideals, and a sense of responsibility to society.

Phillips Academy is dedicated to sound scholarship. It endeavors first of all to stimulate in its students a worthwhile curiosity about things of the mind, to induce in them a desire to educate themselves. It fosters the development of discriminating judgment and independence of thought. And through varied work in literature, music, and the arts, creative as well as appreciative, Andover tries to cultivate the imaginations and emotions of its boys.

By long tradition Andover believes in a type of education which makes boys resourceful, self-reliant, and independent. And Andover believes equally in the value of student representation from all parts of the country and the world and from all walks of life. To these boys it offers in ample degree a necessary intellectual and moral discipline, while motivated in its aims by a faith that friendly encouragement and sympathy are the best incentives to solid accomplishment.

From its inception Andover has had as a primary aim the development of character. It promotes the ideals of personal integrity and unselfish service which give point and direction to its whole educational policy. Its religious life is a vital force in the school community.

Phillips Academy is a liberal, modern school with an ancient tradition. It values the benefits passed on to it by many generations. It has contributed to the development of thousands of men directly, and indirectly to the numberless facets of our national life. Thankful for its history, Andover focuses on the present and on the future. Training American boys for service and leadership requires a flexible spirit which will test and try the new while treasuring the riches passed on from the past.

HISTORICAL SKETCH

PHILLIPS ACADEMY is situated at Andover, in the County of Essex, Massachusetts. The Constitution and original deed of gift of the Academy was signed April 21, 1778, by Esquire Samuel Phillips, of the north parish of Andover, and his brother, John Phillips, LL.D., of Exeter, New Hampshire, in the presence, and largely at the instance, of Samuel Phillips, Jr. (then but twenty-six years old), afterward judge of the Court of Common Pleas for Essex County, president of the Massachusetts Senate, and lieutenant governor of the Commonwealth. By this act the Trustees of Phillips Academy became owners of the land in the south parish of Andover on which the chief buildings of the school now stand, together with other endowment comprising further lands in Andover, two hundred acres in Jaffrey, New Hampshire, and the sum of one thousand six hundred and fourteen pounds. Two years later, on October 4, 1780, the school was incorporated by the Act of Incorporation passed by the General Court of Massachusetts, signed by John Hancock.

The Constitution, which sets forth in detail the plan for the School and the obligations of the Trustees and Master, was written by Samuel Phillips, Jr., with the advice and aid of his friend, Eliphalet Pearson, who became first Master. The following passages are characteristic:

A serious consideration of the premises, and an observation of the growing neglect of *youth*, have excited in us a painful anxiety for the event, and determined us to make, in the following Conveyance, a humble dedication to our Heavenly Benefactor of the ability, wherewith he hath blessed us, to lay the foundation of a public free School or Academy for the purpose of instructing Youth, not only in English and Latin Grammar, Writing, Arithmetic, and those Sciences, wherein they are commonly taught, but more especially to learn them the *great end and real business of living*.

The Master is to give special attention to the health of the scholars, and ever to urge the importance of a habit of industry.

But above all, it is expected that the Master's attention to the disposition of the *minds and morals* of the youth under his charge will exceed every other care;

PHILLIPS ACADEMY

well considering that, though goodness without knowledge (as it respects others), is weak and feeble, yet knowledge without goodness is dangerous, and that both united form the noblest character, and lay the surest foundation of usefulness to mankind.

This Seminary shall be ever equally open to youth of requisite qualifications from every quarter.

And, in order to prevent the smallest perversion of the true intent of this Foundation, it is again declared, that the *first* and principal object of this Institution is the promotion of true Piety and Virtue; the *second*, instruction in the English, Latin, and Greek languages, together with Writing, Arithmetic, Music, and the Art of Speaking; the *third*, practical Geometry, Logic, and Geography; and the *fourth*, such other of the Liberal Arts and Sciences or Languages as opportunity and ability may hereafter admit, and as the Trustees shall direct.

Phillips Academy was opened for instruction April 30, 1778, in a building which had earlier been used as a carpenter's shop. The first preceptor was Eliphalet Pearson (1778-1786), a stimulating teacher and stern disciplinarian, who established high standards of instruction. Shortly before he resigned to become professor at Harvard College, a new and larger schoolhouse was built. On November 5, 1789, George Washington, President of the United States, visited Andover and addressed the students assembled on the Old Training Field.

The fourth principal, John Adams, raised the repute of the school, increased the attendance, and enlarged the number of teachers. During his term as principal, on January 28, 1818, the second schoolhouse was burned, and a new brick Academy designed by the famous architect Charles Bulfinch was erected within a year. This "classic hall," described in Oliver Wendell Holmes's centennial poem, "The School-Boy," is still in use.

The modern period of the school's history was ushered in in 1873 with the election of Cecil F. P. Bancroft, a man of foresight and clear vision, patience and shrewd discrimination, who was principal until his death in 1901. Under Dr. Bancroft's administration, attendance increased from 262 to over 400 pupils and since then has never dropped below that figure.

Dr. Bancroft was succeeded in 1902 by Alfred E. Stearns, whose title was changed to Headmaster in 1928. The purchase in

PHILLIPS ACADEMY

1908 of the lands and buildings of the Andover Theological Seminary greatly increased the resources of the Academy and made possible new development. In 1920 more than one and one-half million dollars was contributed by alumni and friends of the school, and from one-third of this fund Samuel Phillips Hall, the main recitation building, was built, and the centre of the school permanently fixed in its present site.

In 1933 Dr. Stearns was forced by ill health to resign. Professor Charles H. Forbes, for forty years on the faculty, was named Acting Headmaster, but he died a few months later.

The Trustees then elected Dr. Claude M. Fuess Headmaster, who continued until his retirement in 1948. During the period 1933-48 the curriculum was revised, a number of buildings were added, and studies of health, academic mortality, and student activities were completed. In World War II Andover men served in all branches of the service, and 143 gave their lives. During much of this period Henry L. Stimson served as President of the Andover Board of Trustees as well as Secretary of War for the nation. 1942 marked the launching of the Andover Summer Session to enable boys to complete secondary schooling before entering military service. It has continued regularly since then.

John M. Kemper was elected Headmaster in 1948 and inaugurated in ceremonies attended by 220 representatives of schools and colleges. In the past six years an artificial-ice hockey rink has been constructed, the Andover and War Memorial Fund drives have added \$3,500,000 to the endowment and have provided the new Memorial Gymnasium, the curriculum has been further revised to provide more flexibility, and salaries have been raised appreciably. In 1952-53, under Andover leadership and with a grant from the Ford Foundation, the three school and three college committee report "General Education in School and College" was completed. The report points the way toward a smoother transition from school to college and a fuller development of the able boy.

*COURSE OF STUDY

The curriculum of Phillips Academy combines a required core of studies believed to be fundamental to a liberal education and elective courses designed to fit the special needs and interests of the individual student. The total program normally includes four years of English, three years of mathematics, three years of one foreign language, a year of American history, a year of a laboratory science, one course in art or music, one course in the Bible, and four or five additional courses. Instruction is given in all subjects required for entrance to higher institutions, whether liberal arts or technical.

Classroom groups are small enough to permit individual attention, and students are placed in sections fitted to their attainment and ability. Particularly able and well-prepared students are offered special opportunity to enrich their education through honors courses and to move ahead at a rate commensurate with their ability and ambition. Several departments offer courses beyond the level of preparation for college.

For full membership in a given class, students should be credited with the work of the lower classes or its equivalent. Boys are rated as members of a given class, however, if their deficiencies for full membership in it do not exceed one major course.

Every boy is assigned to a Class Officer, who advises in the selection of courses designed to meet Andover's diploma requirements, college entrance requirements, and the student's particular interests. The Class Officer also recommends such subsequent changes as are necessary or advantageous. It is highly desirable that, before conference with the Class Officer, students and parents acquaint themselves as fully as possible with the Academy's basic requirements and with the possibilities of its flexible

*See pages 55-71 for "Description of Courses."

PHILLIPS ACADEMY

program. Also, all applicants, and especially those for the Upper Middle and Senior classes, should familiarize themselves at the earliest possible date with the entrance requirements of the colleges which they may wish to enter.

DIPLOMA REQUIREMENTS

The diploma requirements for students entering Phillips Academy for the full four years are indicated below. Certain modifications are permitted for boys entering after the Junior year (9th grade). The Admissions Office will welcome inquiries concerning specific requirements for such boys.

4 units of English

3 units of mathematics

*3 units of one foreign language, either ancient or modern

1 unit of history, normally American

1 unit of laboratory science

†½ unit of ancient history in the Junior year

†½ unit of elementary science in the Junior year

3 units of elective courses

‡Bible in the Lower Middle year

‡Art and Music, or Studio Art, or Music in the Upper
Middle year

‡An elective minor in the Senior year

In addition, candidates must pass all courses in their Senior year even though they may be ahead in units.

*Two units of each of two foreign languages are permitted under special circumstances.

†Qualified boys may take a second foreign language in place of these two minor courses.

‡Qualified boys are allowed to substitute a fifth major course for the required minor in one or more of the last three years.

PHILLIPS ACADEMY

THE NORMAL FOUR-YEAR PROGRAM

Junior Year (9th grade)

English 1	5	periods per week
Mathematics 1	5	" " "
†Foreign Language 1	5	" " "
History 1 (Ancient)	3	" " "
Elementary Science (or a second foreign language replacing history and science)	3	" " "
<hr/>		
Total	21	" " "

Lower Middle Year (10th grade)

English 2	4	periods per week
Mathematics 2	4	" " "
Foreign Language 2	5	" " "
*Elective (major)	4 or 5	" " "
Bible 1	2	" " "
<hr/>		
Total	19-20	" " "

Upper Middle Year (11th grade)

English 3	4	periods per week
Mathematics 3	5	" " "
Foreign Language 3	4	" " "
*Elective (major)	4 or 5	" " "
Art & Music, or Studio Art, or Music	2	" " "
<hr/>		
Total	19-20	" " "

†Greek, Latin, French, or German. Spanish by special permission.

*One elective major in the three upper years must be a laboratory science. If a second foreign language was begun in the Junior Year, this elective must be the second year of that language.

PHILLIPS ACADEMY

Senior Year (12th grade)

English 4	4	periods per week
History 4 (American)	5	" " "
*Elective (major)	4 or 5	" " "
*Elective (major)	4 or 5	" " "
Elective (minor)	2	" " "
<hr/>		
Total	19-21	" " "

*One elective major in the three upper years must be a laboratory science.

Elective Majors

English 4s, 5	†Physics
Greek 1, 2, 3	†Mathematics 4
Latin 1, 2, 3, 4	†Mathematics 5
French 1, 2, 3, 4	†Advanced Art
German 1, 2, 3, 4	†Music Major
Spanish 1, 2, 3, 4	†Religion
Biology	†History 3 (English)
†Chemistry	†History 2 (European)

No credit is given for less than a two-year sequence in any foreign language.

Three and four year boys normally may not count both French and Spanish toward the diploma.

†Normally for Upper Middlers and Seniors only

‡Not permitted after the Lower Middle year

PHILLIPS ACADEMY

Elective Minors (ordinarily for Seniors only)

Greek	Instrumental Lessons
Latin	Music Appreciation
French	Mathematics T
German	Mechanical Drawing
Spanish	Navigation
Russian	Bible 2
Anatomy	Contemporary Affairs
Anthropology	Philosophy
Chemistry S	Public Speaking
Physics S	Social Problems
Instrumental Music	Advanced Studio Art
Choral Music	Advanced Art Appreciation
Harmony	Studio Art

Special Courses

Most departments offer honors work for selected students. In addition, special courses designed to cover the work of two years in one are open to properly qualified boys in mathematics and Latin for Juniors; and in German, Greek, and Spanish for Seniors. In French, German, Spanish, and mathematics, particularly able students are offered sequences designed to cover four years' work in three.

A half-year, optional, non-credit course in Public Speaking is open to Upper Middlers and Seniors.

PHILLIPS ACADEMY

GENERAL INFORMATION

PLAN OF RESIDENCE AND EATING

Andover students live together by classes in the Academy dormitories and faculty houses described on pages 76-77. Each building is under the close supervision of the resident Faculty housemaster.

Most Juniors are assigned to Williams Hall and Rockwell House. The former, including its annexes, Junior House and Stott Cottage, is equipped with recreational facilities for fifty-seven boys who occupy single or double rooms. Rockwell House, on the other hand, has only single rooms in addition to its recreational facilities. Both buildings are subject to the special regulations and supervision found helpful to boys of this age in making a successful transition from home to boarding school life. Carefully selected senior proctors play an important part in the activities of both Junior units.

In the Lower Middle year all boys live in small groups in some thirty Faculty Houses and Cottages. In these buildings the boys receive careful guidance. They also enjoy a degree of independence suited to their increased maturity.

The majority of Upper Middlers and Seniors, having gained in their ability to profit from relatively great independence and freedom, are housed in large brick dormitories. Although supervision and guidance is maintained throughout, the older boys are permitted greater latitude in the exercise of their daily affairs.

All boys eat by classes at The Commons, which is described on page 80.

FACULTY COUNSELORS

Each Andover student is under the direct charge of a Faculty Counselor, who is usually the master of the house in which the

PHILLIPS ACADEMY

boy lives. He knows intimately the background, the character, and the standing of each of his boys. With such knowledge of a student's individual needs, the Counselor acts as his friendly advisor in all that concerns his welfare and his happiness. The Counselor is usually the member of the Faculty most intimately in touch with the student and his parents.

RELIGION

Phillips Academy is an inter-denominational school whose origin and traditions rest firmly upon a liberal Protestant faith and system of values.

Chapel Services, both Sunday and weekdays, are an integral part of school life. The services on Sunday are usually conducted by the Headmaster and the School Minister. Among the list of visiting preachers invited to Andover during the school year are Headmaster Emeritus Dr. Claude M. Fuess, Rt. Rev. Norman B. Nash, Dr. Herbert Gezork, Rev. Robert Russell Wicks, Bishop G. Bromley Oxnam, Rabbi Morris S. Lazaron, Rev. Howard Thurman, Rev. Clifford Barbour, Dr. Allan K. Chalmers, Rt. Rev. Henry Wise Hobson, Rev. Howard L. Rubendall, Rev. Sidney Lovett.

Attendance at these services is required, although on Sundays boys who prefer to do so may attend services at other Protestant or Roman Catholic churches in Andover. A number of times each term arrangements are made by which students of Jewish faith may attend their own services either at the Academy or at a synagogue in the vicinity of Andover.

This arrangement recognizes two sets of values: a close connection of each boy with his own chosen denomination, and a program of worship within the life of the school that emphasizes the common elements in our religious faiths.

In a school made up of students from varying backgrounds it is

PHILLIPS ACADEMY

not possible to satisfy fully all the special requirements of varying sects and denominations. Therefore, no one should apply for admission to Andover who feels that the ritualistic practices of his own faith must be literally followed under all circumstances.

In the school's Chapel Services effort is directed towards achieving a worship that supports the aspirations and insights of all students while denying to no one the right to hold to his own sectarian beliefs. It is hoped that the program will help to develop the boy's confidence in religion as a source of strength; strengthen his convictions in the rightness of the highest values which our civilization has nurtured; and, at the same time, increase his respect for and understanding of the aspirations of other denominations and creeds.

It is expected that both those individuals who enjoy minority religious status as well as those who enjoy majority status will, with equal eagerness, seek these goals by means of which Phillips Academy endeavors to achieve harmony and unity in diversity.

CULTURAL OPPORTUNITIES

Andover has always demanded and will continue to demand a high standard of accomplishment in the prescribed course of study. At the same time the school believes that a boy's interests should be widened as far as possible beyond the subjects of the curriculum. Through the Oliver Wendell Holmes Library, the Robert S. Peabody Foundation for Archaeology, the Addison Gallery of American Art, the Department of Music, and the Moncrieff Cochran Sanctuary the boys are given a chance to interest themselves in subjects which may in later life become delightful hobbies or even major pursuits and professions.

A number of distinguished men and women are invited to the Academy each year as lecturers and guest artists. During the season of 1954-55 the Stearns Lecturer was Mr. Hodding Carter,

PHILLIPS ACADEMY

author and editor of the *Delta Democrat-Times* of Greenville, Mississippi. Mr. Harlan Cleveland, Class of 1934, gave the Hosch Lecture and held conferences with students concerning Chinese-American Relations. Among the guest artists to appear in George Washington Hall were Jessica Tandry and Hume Cronyn, Samuel Mayes, solo violoncellist, and Madame Alexandra Danilova, ballerina, with her troupe. The Brass Ensemble of the Boston Symphony Orchestra gave the 1955 Sawyer Concert.

STUDENT ACTIVITIES

Voluntary student hobby groups, clubs, and enterprises of various kinds are an extremely important part of life at Phillips Academy, changing from year to year in scope and organization, depending upon student interest. Student activities may roughly be classed as literary, musical, forensic, scientific, and general. Each club is under student leadership, advised by a member of the Faculty who is experienced in that field of activity.

The Phillipian, founded in 1857 and America's oldest prep school newspaper, publishes every Wednesday of the school year. Students on both the editorial and the business boards may obtain valuable experience, either in writing or in business practice.

The Mirror, founded in 1854, is the undergraduate literary magazine, which appears twice a year, in the winter and spring terms. Positions on the literary, business, and photographic boards offer the profitable and interesting experience of working toward the publication of a magazine written solely by the students.

The Pot Pourri is the Academy yearbook, published after the end of each year. It contains pictures and personal information concerning all Seniors and non-returning Upper Middlers, group pictures of all school organizations, and many special

PHILLIPS ACADEMY

features. The three boards, editorial, business, and art, offer excellent opportunities for the development of literary, business, or artistic talent. This book is the chief permanent record to which alumni turn in later years for the record of their years at Andover.

The Dramatic Society is an organization for all students interested in acting, directing, stage design, scenery construction, lighting, and business managing. The major production each year is a Shakespeare play, or its equivalent, but where the schedule permits, modern plays, both straight and musical, are presented.

One of the most important groups within the Society is the *Stage Crew*. Carpenters, painters, shifters, electricians, and special effect men work together under a stage manager and a chief electrician. Their job is to build the sets and operate the staging for all the plays. Younger boys are encouraged to try out for the Stage Crew.

A new branch of the Society is the *Theatre Workshop*, organized in the spring of 1955. The intent of the Workshop is to offer further opportunities for students to participate in play readings, the production of one-act plays, and at least one full-length play each year. The organization particularly welcomes lower classmen. The Senior Class has a good chance to show their talent in the preparation of the Class Day play. The best of these in the past have been full length musical plays, written, produced, and directed by Seniors. The performance is on Class Day in June and is presented to a packed house of parents and alumni. A final group of plays under the auspices of the Dramatic Society are those given in French, German, Latin, and Spanish, and directed by Faculty members from the foreign language departments. The language plays are projects of *language-interest clubs* that feature, in addition, illustrated lectures, motion pictures from the country of their choice, and conversation. Often these groups meet around the dinner table.

Debating and school forums are held by *Philo*, properly the

PHILLIPS ACADEMY

Philomathean Society, founded in 1825. Regular meetings, held bi-monthly in the faculty room, normally open to members only, provide forums for the discussion of local, national and international issues. From time to time there are debates against visiting teams which are open to all. Each year Philo sponsors a prize debating contest, and the organization has sponsored visiting lecturers and discussion leaders to stimulate interest in economic, social and political problems. Some instruction in debating technique, in public speaking, and in parliamentary procedure is offered.

Students interested in art may work in the studio of the Addison Gallery with the *Design Club*.

Model Airplane enthusiasts may enjoy their hobby on outlying fields and may prepare for a competition with another school. Available for members for building planes and storing their equipment is a room equipped with electric saw, individual lockers, wide benches and fluorescent lighting.

Letter-press printing may bear the imprint of the *Paul Revere Press*. The shop consists of a complete print shop with two presses and is now located in George Washington Hall, convenient to the school's service department.

The *Camera Club* has a dark room in the basement of Peabody House where students may develop, enlarge, and print their own photographs. Depending upon interest, groups meet for the discussion of the fine points in the art of photography.

The *Radio Club* not only has a room in the basement of Morse Hall where radio sets may be constructed and repaired, but at the radio shack it also has facilities for transmitting and receiving amateur broadcasts from fellow "hams." Code and theory classes are held in response to need.

Students who wish to construct furniture, models, or special equipment enjoy the *Woodworking Club*. The shop is well supplied with hand and power tools.

PHILLIPS ACADEMY

The *Rifle Club*, a large and active organization, gives boys who are interested in indoor rifle shooting, particularly upper-classmen, an opportunity to fire for pleasure, for National Rifle Association awards, and in interscholastic competition. The range is in the basement of Pearson Hall.

Model Railroaders may meet in the basement of Paul Revere Hall, where an extensive layout of track and rolling stock awaits their attention.

The chemistry laboratory is open, on schedule and under supervision, to experimenters in chemistry or physics (*Science Club*). Astronomers will find both a reflecting and a refracting telescope on the campus. One of them is housed in an observatory (*Astronomy Club*). A group interested in tapes and records makes recordings of school events (*Audio Club*). Modest lapidary equipment is on hand for those boys who are interested in gems and minerals (*Minerals Club*). Identification of minerals is another interest of this club. For the budding engineer, a 125 HP dynamometer with a Chevrolet engine on its jacks invites man-size experiments (*Mechanics Club*). A supply of machinist's tools is available for the boy who is happiest in overalls.

Outings in search of Maine lobsters, the best ski trails, or another mountain to climb are objectives of the *Outing Club*. Canoeing, fishing, and rock climbing are also popular with the group.

The *Stamp Club* meets in Cooley House. High spots in the club's program include an exhibition and a banquet. Philatelists are urged to bring their duplicate stamps and covers for trading.

The *Film Society* sponsors a program of unusual films, early classics, as well as foreign and domestic films of superior quality or of especial interest. These programs are in the Winter Term only.

The *Sailing Club* has constructed a fleet of small sailing boats for sailing and racing on a nearby lake.

The *Natural History Club* works in close cooperation with the

PHILLIPS ACADEMY

Biology Department and the Cochran Bird Sanctuary. There are widely varied opportunities to study the animal and plant life of the region, both in the laboratory and in the field. Trips are taken to nearby points of interest. The club is licensed to carry on a bird-banding program.

The *Phillips Society* and its activities are based on the effort to understand better the meaning of life, to see more clearly the needs and problems of people, and to help meet these needs. Membership in the Phillips Society is open to any boy who wishes to participate in its program and activities.

The Phillips Society's interests and scope are suggested by a list of some of its activities:

Receptions for new boys and for foreign students.

The raising of money for Red Cross, Community Chest, the Salvation Army, Hampton Institute, the Grenfell Association, and other organizations.

Conducting a program of forums, conferences, chapel talks, and discussion groups.

Collection of old clothes, second-hand books, and other articles for distribution to schools and hospitals.

Field trips to hospitals, factories, recreation centers.

Sunday School teaching and deputation work in the churches in Andover and vicinity.

Among the extracurricular activities in the field of music are the *Marching Band* (see p. 68) and the *Chorus* (combining both choir and glee club), which takes part in many concerts as well as in an annual musical show. Other musical organizations are the *Orchestra*, the *Aces* (a dance band), and the *Eight-in-One Octet*. A well-stocked record library is located in the *Record Room* where recorded concerts are given from time to time.

PHILLIPS ACADEMY

ATHLETICS AND PHYSICAL EDUCATION

Athletics and physical education are important at Andover. The physical education, intramural, and interscholastic programs involve every student; participation is required. The objective is development by each boy of his physical capabilities and of such qualities as courage, self-confidence, self-discipline, and self-control.

Each new boy must take a swimming test; non-swimmers must take special instruction until they meet minimum standards of proficiency. During his Junior year, every boy takes two hours a week of physical education in addition to his regular afternoon program of athletics. The morning program of swimming, track, and gymnastics attempts to develop early in the boy's career the self-confidence and physical skills essential for successful participation in the more advanced phases of the program. Standards of performance are based on the individual's own physical capacity.

The intramural and interscholastic programs provide competition at all levels in seasonal sports. Outside games are scheduled with neighboring high schools, preparatory schools, and college freshmen. During the fall, the sports offered are football, soccer, gymnastics, rowing, cross country, and tennis; in the winter, basketball, swimming, hockey, wrestling, squash, track, and boxing; in the spring, baseball, tennis, golf, track, crew, and life-saving.

The Academy assumes no responsibility for injuries sustained by students while participating in such exercise or sports, except that the Medical Director services shall be rendered and infirmary care provided without charge.

Following the urgent recommendation of the Medical Director and the Athletic Department, parents are strongly advised to see that, if their sons wear glasses, they be provided with shatter-proof lenses, not only to minimize danger of injury on the ath-

PHILLIPS ACADEMY

letic field but also to obviate possible loss of time in replacing lenses broken in the normal wear and tear of school life.

See page 54 regarding athletic equipment.

HEALTH SUPERVISION

Under the supervision of the Medical Director, every effort is made to improve each student's health, prevent disease, and to diagnose and treat illnesses and injuries which may occur. Before school opens, every student is asked to have a general physical examination by his family physician as well as certain screening laboratory procedures, tetanus toxoid, typhoid-paratyphoid injections, and smallpox vaccination. His family is asked to answer questionnaires which will tend to reveal significant symptoms or illnesses noted in the past.

Immediately after the student has been admitted to the Academy, complete dental and lung X-rays, and careful ear and eye examinations for function are done. Tests for speech defects, reading speed, and the presence of language disability are completed. The full-time Medical Director and his associate, with the assistance of several consultants associated with the Medical Department and representing various fields, then correlate all the above information. By this means it may be possible to form a fairly accurate estimation of the student's physical status and the ease with which he may be expected to adjust to the school environment.

The Isham Infirmary is a fifty-five bed hospital recognized by the American Hospital Association. The Infirmary has a modern X-ray department, a clinical laboratory and a full-time laboratory technician. A well equipped physiotherapy unit is under the direction of a qualified physiotherapist. Graduate nurses are in residence throughout the school year. The Infirmary is equipped

PHILLIPS ACADEMY

to care for all serious medical and surgical emergencies as well as certain other conditions and diseases.

When illnesses and injuries arise in the student body, they are first screened and treated when feasible by the Medical Director and his associate. If highly specialized care is required, easily available local staff consultants and hospitals or Boston physicians and nationally known medical institutions are employed forthwith. Minor illnesses are reported to the parents by letter. Conditions which require treatment under general anesthesia or approach major proportions are reported by telephone to the student's family by the Medical Director as soon as a working diagnosis has been established.

The dental staff consists of three dentists representing the fields of dental surgery, general dentistry, and orthodontistry. There is a full-time dental hygienist. The fields of psychiatry and psychology are represented by a part-time psychiatrist and two psychologists, one of whom is on a full-time basis.

The Alumni Committee on Health meets and discusses with the Medical Director policies of health and administration. The members of the committee are Drs. Reginald A. Smithwick, Arlie V. Bock and Joseph C. Garland.

DAILY SCHEDULE

Recitation and study hours	8:00 A.M. to 12:38 P.M.
Athletics	2:00 P.M. to 3:30 P.M.
*Recitation and study hours	3:55 P.M. to 5:35 P.M.
Chapel	5:45 P.M.
Evening study hours begin	8:00 P.M.
†Sunday chapel service	11:00 A.M.

*Wednesday and Saturday afternoons are half-holidays.

†Vespers at 5:00 P.M. during the Winter Term.

PHILLIPS ACADEMY

WORK PROGRAM

The Phillips Academy work program, in which every boy takes part, has two objectives: to train boys to do useful work well and to reduce the operating costs of the Academy. Operating under the supervision of members of the Faculty, the work program has become an essential part of the democratic life of the Academy.

The work program has three phases: (a) the daily care of dormitory rooms and corridors, under the direction of housemasters, (b) work in the Commons, to which all boarding students are assigned for two or three (non-consecutive) weeks during the year, and (c) work on the grounds and in the school buildings, in which all boys participate on the average of one week a term during the school year, four days a week, under the supervision of members of the Faculty.

GRADES AND REPORTS

Reports on the student's work are sent to the parents or guardian twice a term. Grades are based on the results of both daily work and examinations. They are recorded on a scale of 100, in which 60 is the passing mark and 80 or over is an honor grade.

DISCIPLINE

Phillips Academy seeks to help boys develop certain desirable attitudes and habits so that they will be sound and healthy individuals and good citizens of their community. The Academy bases its disciplinary policy on the assumption that each boy will, at all times and places, conduct himself as a gentleman. The Academy tries to inculcate in a boy personal integrity, re-

PHILLIPS ACADEMY

sponsibility for his behavior, self-control, and a sense of individual purpose. It believes that discipline should foster clear, independent thinking, good judgment, and sound scholastic achievement. In each boy, from the beginning of his career in Andover, the Academy aims to cultivate a sense of just pride in his school and of responsibility to an orderly society. The School has made its rules in accordance with these principles.

The School expects boys to occupy themselves with their studies and other school work during all study hours. A student is expected to meet all fixed appointments, such as recitations, daily chapel or assembly, Sunday chapel, required athletics, or study hours. All appointments immediately preceding and following vacations and holidays the School considers especially important. Six unexcused absences in a term render a boy liable to discipline, as does an accumulation of demerits.

A student renders himself liable to dismissal if he is guilty of dishonesty, if he drinks or possesses alcoholic beverages, if he is absent from school bounds without permission, or if he is anywhere or at any time guilty of conduct unbecoming a gentleman.

Students may not possess, rent, or drive any motor vehicle within bounds, nor may they possess or use firearms or explosives of any sort, except as authorized under the rules of the Academy Rifle Club. Boys in the upper two classes only may smoke at certain specified times and places. Only day students may use bicycles. No students may have radios or wireless apparatus in their rooms; sets are available in the common rooms of each class.

OUT-OF-TOWN EXCUSES

Students whose scholastic standing is satisfactory may with permission take two out-of-town excuses per term.

PHILLIPS ACADEMY

SUMMER SESSION

The fifteenth annual Andover Summer Session will open on Tuesday, June 26, and close on Wednesday, August 22. Instituted in 1942 to provide an opportunity for acceleration for boys about to enter the Services, the Summer Session has been continued by the Trustees largely because of its proven value in aiding students assured of September admission in becoming acclimated to the relatively rigorous Andover program. It has been useful also in enabling some of these new boys to make up deficiencies in their previous preparation, thus often saving them from the loss of a full year. Other boys from both public and independent schools who are not candidates for entrance in the fall are also eligible for admission. The Summer Session publishes its own catalogue, which may be obtained after February 1 by writing directly to the Director of the Andover Summer Session, Andover, Massachusetts.

PHILLIPS ACADEMY

COLLEGE ADMISSIONS—CLASS OF 1955

Senior college candidates in 1955	*226
Admitted to college	*221
Non-returning Upper admitted to college	1
Admitted to first-choice college	*196
Admitted to second- or third-choice college	26
Number of colleges entered	44

<i>College</i>	<i>Number of Students</i>	<i>College</i>	<i>Number of Students</i>
Amherst	3	Northwestern	2
Brown	12	Norwich	1
California Institute of Technology	1	Oberlin	1
Carleton	1	Pennsylvania, University of	3
Carnegie Institute of Technology	2	Princeton	28
Colgate	1	Rensselaer Polytechnic Institute	1
Colorado School of Mines	1	Rhode Island School of Design	1
Columbia	4	Stanford	13
Cornell	9	Syracuse	1
Dartmouth	1	Texas, University of	1
Delaware, University of	1	Trinity	1
Duke	2	Tufts	4
George Washington University	1	Tulane	1
Hamilton	2	United States Coast Guard Acad.	1
Harvard	33	United States Military Academy	1
Haverford	3	United States Naval Academy	5
Kansas, University of	1	Virginia, University of	2
Lawrence	1	Wesleyan	1
Lehigh	1	William and Mary	1
Massachusetts Inst. of Tech.	11	Williams	7
Michigan, University of	3	Yale	49
Middlebury	2		--
New Mexico, University of	1	Total	222

*Including four boys taking their next year as exchange students in England.

PHILLIPS ACADEMY

FINANCIAL

A large part of the Academy's operating income is from the investment of its endowment funds. These funds have made it possible for many years to charge an inclusive fee lower than the cost of a student's education and maintenance and, in addition, to make scholarships in varying amounts available to worthy and qualified students. Thus it can be said that all students, regardless of the fee paid, or the scholarship earned, have benefited by the endowment funds.

Few patrons of the school in recent years have met the full cost of their sons' Andover education. The total cost to the Academy for each student during the year 1954-55 was approximately \$2,594. Of this figure, \$1,400 was met by the inclusive fee, leaving a considerable balance to be met by the income on invested funds, by gifts from alumni, and from other sources.

Tuition Charges

The tuition charge for each student at Phillips Academy is as follows: \$700 payable on October 1; \$350 payable on January 1; and \$350 payable on April 1. The net rate charge to scholarship students varies according to the need of the applicant. Each student, when assured of admission, is required to make a deposit of \$50 which is credited on his first regular school bill.

The tuition charge of \$1400 covers instruction, board, room (including furniture, bed linen and one blanket), health supervision, x-rays, laboratory tests, infirmary care and the services of the school physicians, physical training and athletic privileges, use of laboratory equipment and material, admission to all authorized athletic contests and the authorized entertainments at George Washington Hall, including the Saturday evening motion pictures.

It does not include charges for tutoring, Language Training,

PHILLIPS ACADEMY

special instruction in music or athletics, dental care, the services of consulting physicians or private nurses, personal laundry, textbooks, dues to school organizations, and unnecessary breakage and damage to school property.

Bills for matters not included in the regular school charge may be sent at any time during a school year. Any alteration in the terms of payment made necessary by the needs of parents must be arranged in advance with the Comptroller.

Classroom privileges may be denied to students whose bills are not settled when due.

No rebate for the term in which he leaves will be made to a student who for any reason is dismissed or withdrawn.

The diploma of the Academy will not be awarded to a student whose school account is not paid in full by the date of graduation.

Breakage Deposit

Each student is required to make a deposit of \$25 to cover breakage and other incidental obligations that may be incurred during the school year. The deposit is payable on October 1 and is billed with the portion of the normal charge due on that date. The balance remaining after such charges have been deducted will be refunded at the end of the fiscal year, June 30, or credited on the first bill for the following year.

Medical Insurance

All the ordinary illnesses and injuries which occur are cared for by the Medical Director and his staff, and the present tuition charge of \$1,400 includes such medical attention, regardless of the length of the patient's stay in the Infirmary. However, parents are responsible for the payment of fees for all other physicians, surgeons, and private nurses and hospitalization. Such services are employed by the Medical Director whenever in his opinion they are necessary for the proper care of the student.

PHILLIPS ACADEMY

To assist parents in budgeting such expense our student insurance plan is provided. The cost is \$22.50 for boarding students and \$10 for day students for the twelve-month period beginning the opening day of school. The policy of the day students covers accident only. The charge for insurance is included in the term bill, which is payable October 1.

“Extras”

As a rough guide to parents in budgeting for the total expected expenses of each academic year, the following low-average approximations of “extras” are given. These are *not* charges made by or payable to the Academy.

Laundry (if done locally)	\$72
Pressing and cleaning	15
Books and supplies	40
Dues, publications, and charitable contributions	15
Miscellaneous, including spending money	60
College Board Examinations for Upper Middlers	6
	<hr/>
	\$208

The thrifty boy can, of course, cut these figures considerably, especially by mailing his laundry home and by purchasing second-hand text books. Scholarship boys can obtain most of their books through the Loan Library. Expenses for travel and for clothing (see page 54) are an entirely personal matter.

Spending Money

Parents or students may open an account at the Treasurer's Office for personal expenses during the school year. Students are urged not to keep large amounts of cash in their possession or in their rooms.

Scholarship Aid

Phillips Academy operates on the assumption that no boy should be deterred from applying for admission because his family is unable to pay the full cost of an Andover education. A statement in the Academy's constitution reads, "This Seminary shall be ever equally open to youth of requisite qualifications from every quarter." Through the generosity of a large number of alumni and other friends of the school, over \$160,000 is available each year to help needy students come to the school.

Boys of character and academic promise whose parents need financial aid are encouraged to apply for scholarships, even though each year the Scholarship Committee receives more applications than it can accept. Awards vary in amount according to the applicant's need, with a few full scholarships of \$1400 available for boys whose need is great. The Committee requires the parents of all applicants to submit a complete report of their financial condition, which will be kept confidential. All boys on the scholarship list are expected to maintain academic records compatible with their ability and to show by their general record at Andover that they are aware of and deserving of the special opportunities which they enjoy.

All scholarship boys are expected to perform some useful service for the school in partial return for the aid they receive. To this end, the Bureau of Self-Help exercises control over all student employment, such as work in various departments of the school and campus concessions. The anticipated revenue from such work is included in the over-all provision made for each boy.

Loans to help meet the annual charges may be arranged with the school treasurer, who has for this purpose a revolving fund, the gift of a generous benefactor.

A wide range of prizes is open to competition by the student body. A complete description of each prize, together with the names of last year's winners, can be found on pages 82 to 89. Also included is a list of the scholarship funds.

PHILLIPS ACADEMY

ADMISSIONS

GENERAL POLICY

The basic requirements for admission to Phillips Academy consist of evidence of good character and a strong school record. Other factors taken into consideration are personality, breadth of interest, geographical distribution, date of application, and performance on the Academy's aptitude test and examinations. Unless specifically exempted by the Admissions Office, each applicant is expected to arrange for a personal interview with an official or alumnus of the Academy (see Procedure in Applying). *Because the Academy cannot accept many candidates who can meet its minimum requirements, it is necessary to make selections on a competitive basis, with particular emphasis on character and personal qualifications as determined from recommendations and interview, and on academic accomplishment and promise.*

No applications will be accepted after April 15 of the proposed year of entrance. Priority is given to final applications filed before February 15.

Candidates are advised to enter as early in the course as possible. The number of places available for new boys in the two upper classes is relatively small and the competition for them is especially keen. Boys who enter the Junior or Lower Middle classes normally adjust more easily and derive more benefit from the extracurricular as well as from the academic side of Andover life, and there is a greater likelihood of their assuming positions of responsibility and leadership than is possible for boys coming for only one or two years.

Students in the Academy arrange their work in accordance with the Course of Study as outlined on pages 23-27. The outline indicates the work done each year by a student who is

PHILLIPS ACADEMY

neither behind nor ahead of his class in any subject. A boy may take individual subjects above his classification if his prior preparation justifies his doing so. Ordinarily, however, a student is not allowed to take courses in one class to the exclusion of uncompleted courses in a lower class, except in subjects continuing through successive years. Boys entering any of the three upper classes may receive credit without examination for certain courses taken at their previous schools, but credit is not given for any course in which the final grade is not of college certifying quality.

PROCEDURE IN APPLYING

In making preliminary application for admission to the Academy, the parent or guardian should submit the form in the back of the catalogue, unless he has already received a detailed final application form from the Admissions Office. In the late fall a final application form is sent to each preliminary candidate desiring admission in the following September. After completion of the first part by the parent or guardian, the application should be submitted to the principal of the school presently attended by the applicant, with the request that it be returned directly to Phillips Academy as soon as possible. Bearing in mind that final applications received after February 15 do not receive the highest priority and that no application can be received after April 15, parents must be sure that the school does forward the application promptly.

Along with the final application blank, three Confidential Recommendation Forms will be sent to the parent or guardian. Two of them should be given to the boy's current teachers (not the principal, who completes the application form) and the third to some person who meets the boy frequently in a non-academic capacity, i.e., camp counsellor, scoutmaster, minister, coach,

PHILLIPS ACADEMY

employer, etc. When completed, the confidential recommendations should be returned *by the writers* directly to the Admissions Office. Each applicant is required to write and send in separately to the Admissions Office a letter describing his main interests and activities and his reasons for applying for admission. The letter should be written *without assistance from any source*.

Whenever possible, it is highly desirable that boys come to Andover for a personal interview with the Director of Admissions or the Admissions Officer. Appointments for such interviews should be made in advance. Attention is called to the office hours listed on page 16. Boys unable to visit Andover should write the Admissions Office about arranging an interview with one of the Academy's alumni representatives.

Rooms are assigned to incoming students late in the summer, *in the order in which their admission applications are filed*. A notice regarding the opening appointments of the school year, together with various required forms, is sent in August to the parents or guardians of all successful applicants.

Parents are referred to the section on Health Supervision (pages 37-38) for the Academy's regulations regarding immunization against certain infectious diseases.

The examinations ordinarily required for entrance to the four classes are specified below. Each candidate should take the examinations for which his previous work fits him, irrespective of the class groups in which the subjects are listed.

REQUIREMENTS FOR EACH CLASS

Junior Class

Boys of good scholastic ability and achievement should be able to enter the Academy when they have completed the work of the eighth grade and have reached the age of thirteen or fourteen. Attainment in their studies will be estimated from their school

PHILLIPS ACADEMY

records and from their performance on aptitude and spelling tests, and on entrance examinations in mathematics and English.

The Phillips Academy examination for entrance to Mathematics I (Arithmetic*) covers common and decimal fractions, square root, denominate numbers, percentage, and interest. Emphasis should be placed on the solution of statement problems. A knowledge of square root is required for the May but not for the February test. A suggested text is *Arithmetic, Grade 8* by Upton Fuller (American Book Company). An eighth-grade boy whose mathematics course consists primarily of algebra should write in May the Mathematics I (Comprehensive) examination. This paper will include some arithmetic, and the topics covered in Chapters I-VI and simple material from Chapters VII-IX of Edgerton and Carpenter's *Elementary Algebra* (Allyn and Bacon).

In preparation for the Academy's examination for entrance to English I,* the candidate should have an elementary knowledge of grammar, including the parts of speech and the uses of words in the sentence; an ability to read for comprehension simple passages of prose and poetry; a knowledge of the meanings and uses of words; and (most important) an ability to organize ideas and to develop them in coherent paragraphs of simple narrative and expository writing. A suggested text is Tanner's *Correct English, Introductory Course* (Ginn).

Some acquaintance with a foreign language is helpful, although not essential. Boys who are currently studying Latin should write in May the Advanced Latin I Entrance Examination.

*In place of its own examinations the Academy accepts certain examinations of the Secondary Education Board for candidates from independent schools which are members of the Board. The Board's Mathematics III Arithmetic or Mathematics III Algebra or Mathematics III Comprehensive and English III are accepted for entrance to the Junior Class. Boys who score sufficiently well on the Board's Latin Comprehensive paper will be placed in advanced sections of Junior Latin. (Note statement on pages 53-54, regarding the Secondary Education Board's pamphlet, "Definition of the Requirements for 19. . .")

PHILLIPS ACADEMY

Lower Middle Class

For entrance to the regular work of the Lower Middle year, in addition to the aptitude and spelling tests, examinations are required on the work of the Junior year in algebra,* in English,* and in foreign language,* if the latter is being studied. The work is outlined on pages 23-27 and is described in pages 55-71. *In most instances the courses offered at Phillips Academy in the Junior year (ninth grade) cover considerably more ground than those given elsewhere at the same level. For this reason applicants are advised to note carefully the description of the Academy's Junior courses, and the sample examinations for entrance to English 2, Mathematics 2, and the second year of the appropriate foreign language, which will be sent upon request without charge.* Credit for the History and Science of the Junior year may be granted on the school record without examination.

Upper Middle and Senior Classes

Candidates for the Upper Middle and Senior Classes will write the Academy's examination for entrance to English 3 or English 4 and the aptitude and spelling tests. Examinations in other subjects may be required, depending on the courses taken and the quality of the applicant's record. Candidates must secure credits, by examination or certification, which cover the work of the Academy's lower years.

Post-Graduate Students

A limited number of well qualified secondary-school graduates are admitted each year. They write the same examinations as

*In place of its own examinations the Academy accepts certain examinations of the Secondary Education Board for candidates from independent schools which are members of the Board. Its Mathematics IV, English IV, Latin Comprehensive (Gamma), and French Comprehensive (II or III) examinations are accepted for entrance to Mathematics 2, English 2, Latin 2, and French 2 respectively. (Note statement on pages 53-54 regarding the Secondary Education Board's pamphlet, "Definition of the Requirements for 19...")

PHILLIPS ACADEMY

those required for admission to the Senior Class. Results of any College Boards taken should be reported to the academy.

ENTRANCE EXAMINATIONS

Schedule

Saturday, February 25

All candidates who have made application in time to write the February examinations will take an aptitude test, a spelling test, and an English examination at the appropriate level determined by the Admissions Office. Candidates in the eighth grade will also write an arithmetic paper. In correcting the February examinations, the Academy makes full allowance for the fact that the work of the academic year has not been completed.

Friday and Saturday, May 18 and 19

Candidates taking first-year algebra or a foreign language who have written the February papers and have been admitted will in May take appropriate placement examinations in those subjects. Some boys admitted to the Junior Class may be required to write a placement arithmetic test at this time. Placement examinations for entrance to the third-year level of a foreign language will be required of candidates planning to continue the language at the Academy.

Candidates who made application too late to write the February papers will take an aptitude test, a spelling test, and examinations at the appropriate level (as determined by the Admissions Office) in English, in mathematics, and in any foreign language currently studied which the candidate intends to continue at the Academy.

Monday and Tuesday, May 28 and 29

Candidates attending independent schools which are members

PHILLIPS ACADEMY

of the Secondary Education Board and use its papers as regular final examinations may substitute them for both the above February and May tests of the Academy. No special arrangements need be made.

Fees and Arrangements

The Phillips Academy fee for its February or May examinations (or both) is \$5.00, payable when the examination notice is mailed to each parent shortly before the examination dates. Any charges for supervision and mailing are the responsibility of the parent.

Boys living within commuting range of Andover or New York should take the examinations at the Memorial Gymnasium in Andover or at the Union Theological Seminary in New York respectively.

For boys outside those areas, special arrangements for competent supervision must be made by the parent and approved by the Admissions Office. Phillips Academy examinations, whenever given, must be written on the days scheduled.

Preparation

The following suggestions may prove helpful to all candidates for admission to the two lower classes and to those candidates for the two upper classes who are currently studying the first year of Latin or French.

The Secondary Education Board, 186 Center Street, Milton 86, Massachusetts, publishes each year, for eighty-five cents post-paid, a pamphlet entitled, *Definition of the Requirements for 19--*. The pamphlet contains detailed subject matter requirements in English, Mathematics, Latin, and French for use in grades six through nine. The standards parallel closely those of Andover. The previous year's examinations in each subject at each level are included.

The proper use of the Secondary Education Board pamphlet

PHILLIPS ACADEMY

should enable parents to determine well in advance whether their boys are receiving adequate preparation for Andover. They should note that Phillips Academy does not expect the study of a foreign language in grades six through eight.

In addition, Phillips Academy publishes samples of its own examinations, which are available without charge upon request to the Admissions Office.

ROOM EQUIPMENT AND CLOTHING

The Academy furnishes each room with bed and mattress, pillow, bed linen, one blanket, chiffonier, desk, desk-chair, easy chair, and rug. In the double rooms these items are provided for each occupant. Desk lamps are provided in the Junior houses and dormitories. In the other dormitories and houses they must be furnished by the student.

All boys are required to wear coats and neckties to recitations, meals, chapel, and Assembly. Various sport combinations, including clean khaki trousers, are permitted; but a suit with a white shirt and appropriate shoes is required for Sunday church and other formal occasions. All wearing apparel and personal effects should be plainly marked with the student's name.

All *protective* athletic equipment is furnished by the Academy. All other athletic equipment must be supplied by the boy. He is urged to bring along whatever he already possesses but *not* to purchase anything new before coming to school. Substantial savings can be made on purchases through the Athletic Department. A limited supply of athletic shoes is available on a loan basis for scholarship boys.

The Academy does not issue a detailed list of necessary equipment, but in addition to the above, the following are suggested:

Two or three extra blankets or the equivalent.

Warm overcoat or jacket for the winter months.

Over-shoes or rubbers for the winter months.

PHILLIPS ACADEMY

DESCRIPTION OF COURSES

ART

INTRODUCTION TO ART. Two hours. One-half of the course, "Introduction to Art and Music", is devoted to the Visual Arts. The course, counting as two hours a week, is one of three options ordinarily required for members of the Upper Middle Class. Seniors, at the Academy for one year only, may take it as an elective. The purpose of the course is to provide a basis for making reasoned judgments in the visual field. Accordingly, the student is presented with facts concerning the structure and design of architecture, painting, sculpture and, to a lesser degree, the industrial and decorative arts. He is taught to recognize these facts when applied to cultural styles, both past and present. By analyzing certain monuments, he discovers how the style of each is related to the age in which it develops. Finally, he is shown how to use his own judgment about these monuments in terms of the earlier part of the course. Wherever possible, collections and exhibitions in the Addison Gallery are used for purposes of illustration.

STUDIO ART. Two hours. A limited group of Upper Middlers and Seniors are permitted to take instruction in drawing, painting, architectural layout, or clay modeling. In its emphasis on observation and in its effort to supply the basis for a critical understanding of contemporary surroundings, the purpose of this course is parallel to that of the lecture course. Four hours' studio work counts for two hours' credit, with no outside preparation required. Previous experience is not required for the course, but it presupposes an interest in working with materials and in problems of construction. The course seeks, through the development of control in drawing and in the use of color, to aid the student in organizing his observation and imagination. The work is adjusted to the experience and ability of the individual student.

ADVANCED ART. An advanced course in the Visual Arts is offered as an elective to students who have taken either the Introductory or a studio course. The full, or major, course, counting four hours a week, combines studio work and discussion. It is conducted by the project method, with the studio work in painting, architectural and industrial design, forming the basis for class discussion. Through special arrangement, the course is available for college entrance credit for students whose general record is of high grade and who have a special interest in the subject. Advanced work may be taken as a half course, counting two hours a week, consisting of both discussion in the classroom and participation in the studio.

ANATOMY

Two hours. Anatomy is primarily a lecture course intended to interest and instruct the student in the structure and physiology of the human body, in the laws of inheritance, and in the principles of eugenics. The text in use is *The Science Book of the Human Body*, by Edith E. Sproul.

PHILLIPS ACADEMY

ANTHROPOLOGY

Two hours. An elective offered by the Robert S. Peabody Foundation for Archaeology, the course is intended to present a brief consideration of the pre-history of Man in the New World. It is composed of lectures and reading on ethnological and archaeological subjects. The course is a general survey of the Americas before the coming of the whites.

BIOLOGY

Four hours. The course in Biology covers the fundamental characteristics of living things; the nutrition, growth, and reproduction of plants and animals; the physiology and hygiene of the human body; the influence of bacteria and other plants, insects and other animals on man's welfare; and the principles of heredity and evolution.

The class meets four times a week, three times for recitations and once for a laboratory period, with separate sections for Lower Middlers and for upper-classmen. The work in the laboratory includes careful training in the use of the compound microscope and in the recording of observations made. The text is Moon, Mann, and Otto's *Modern Biology* (Henry Holt).

CHEMISTRY

Four hours. Chemistry includes a study of matter and the changes that it undergoes. The preparation, properties, and uses of important elements and compounds are considered. Atomic structure and the periodic classification of the elements is studied in light of modern chemical theory. Special attention is given to modern concepts and to reasoning with them rather than to mere memorization of facts. Modern visual aids, originated on the campus, are used. Laboratory work is included in which modern techniques, sound scientific method, and reasoning are stressed. Classroom demonstrations, appropriate industrial processes, glimpses into significant historical events in science, and the social implications of science are included. Completion of the course meets the requirements of the College Entrance Examination Board examination, and furnishes a background for further study of chemistry in college. Texts: *Chemistry for Our Times*, 2nd ed., by Weaver and Foster (McGraw-Hill) and *Laboratory Introduction To Chemistry*, 2nd ed., by Weaver (McGraw-Hill).

CHEMISTRY S. Two hours. One class and two laboratory periods each week. The course is for students who have completed a course in elementary chemistry and who wish to advance to the level of first-year college chemistry. Class work includes review as well as new topics. Laboratory work stresses quantitative experiments.

CHEMISTRY X. Five hours. Equivalent of first-year college chemistry, for which recognition may be gained by an examination for college admission with advanced standing. May be taken with permission of the Chemistry De-

PHILLIPS ACADEMY

partment by able students who have made a high record in mathematics and physics. Laboratory work is chiefly quantitative. Text for 1955: *General College Chemistry*, by Scarlett and Gomez-Itáñez (Holt).

THE CLASSICS

The courses in Greek and Latin are arranged to provide a full four-year course in both languages. The Department hopes that a number of boys with Classical interests will elect four years of one language and three of the other. However, the pressure of modern times must make it advisable for most boys to take one ancient and one modern language. Such boys may elect either Greek or Latin in their first year. Those planning on a general education, on the advanced study of Romance languages, or on entering the Law, will naturally prefer Latin, but boys interested in literature, archaeology, philosophy, or medicine, might well choose Greek as their ancient language. It is no more difficult than Latin as a first language.

GREEK 1. Five hours. The course is devoted mainly to forms and the most essential principles of syntax. Chase and Phillips: *A New Introduction to Greek* (Harvard University Press) is used. To aid the memorizing of inflections and vocabularies there are daily exercises, both oral and written, enforced by incessant drill. During the second and third terms, work in the grammar is supplemented by lessons either from a very simple Greek Reader, or from the initial chapters of Xenophon's *Anabasis*.

GREEK 1-2. Five hours. The course is open to properly qualified Seniors and Upper Middlers. It covers in one year the essential material of Greek 1 and Greek 2. The texts are Chase and Phillips' *A New Introduction to Greek* (Harvard University Press) and Xenophon's *Anabasis*.

GREEK 2. Five hours. The second year is occupied with selections from Xenophon's Works and with some easy dialogue of Plato. Prose composition in Attic Greek is studied, the grammar is reviewed, and there is much work in sight translation.

GREEK 3. Four hours. The third year is spent mainly in reading selected books of the *Iliad* and the *Odyssey*. After the dialect is mastered, more attention is given to the literary side of the poems and to the translation of Homer at sight. When the ability of the class warrants, the *Alcestis* of Euripides is read.

GREEK 4. Four hours. The fall term will be devoted to selections from Herodotus, the winter to a play of Sophocles, the spring to selections from the Greek lyric poets.

GREEK T. Two hours. A Senior elective which studies the Greek Old and New Testaments.

LATIN 1. Five hours. The course is occupied with the mastery of such vocabulary, inflexions, and syntax as are covered in *Pearson's Essentials of Latin* (American Book Company). The course aims at a thoroughly dependable foundation for subsequent reading and study.

PHILLIPS ACADEMY

LATIN 1-2. Five hours. Boys who are not ready for Latin 2, but who make a high grade on the Advanced Latin 1 Entrance Examination, may be placed in Latin 1-2 and thus given an opportunity to complete two years of work in one. Those who pass the course successfully are given credit for two years of Latin. The course is reserved for boys who give evidence of high ability.

LATIN 2 (Caesar). Five hours. The aim of the course is to extend and build on the linguistic foundations laid in Latin 1. For this end, Books 1-4 of the Gallic War of Caesar, or equivalent amounts from a second-year book, are studied. There is continual practice in sight translation, prose composition and reading aloud. An attempt is also made to show the importance of Caesar in the history of his time.

LATIN 3. (Cicero). Four hours. The course has a threefold purpose. Linguistically it aims at teaching students to read Latin prose with increasing ease. Historically it tries to present a picture of Cicero's life and times and to compare and contrast his period with our own. Culturally it endeavors to assess the literary importance of Cicero, as the creator of a prose style which influenced the literature of Europe for centuries. Representative selections are read from the writings of Cicero, as well as passages from other prose authors. There is constant practice in sight translation and vocabulary.

Students who have done high honor work in Latin 2 and who intend to take only three years of the subject will be allowed to choose either Cicero or Vergil for their third year Latin.

LATIN 4. (Vergil). Four hours. The course attempts to cultivate a sympathetic appreciation of the essentials of good poetry. There is systematic training in sight translation and metre, with the object of enabling the student to read Latin poetry with some ease and with appreciation of its rhythmical quality. Selections from the *Aeneid* and from the work of Ovid and of other poets form the basis of the work.

LATIN H. (Horace). Two hours. Selections from the Odes of Horace are read and discussed. The thought and life of the poet's time are considered, and the relationship of his poetry both to the Greek lyric and to English lyric poetry is indicated.

LATIN COMPOSITION. No regular course is given, but special arrangements can be made for any student desiring work in advanced composition.

CONTEMPORARY AFFAIRS

Two hours. An elective course for Seniors on significant current national and international issues. The material includes the historical background of immediate outstanding problems, recent policies of the Great Powers, analysis of the operation of the balance of power, critical examination of the methods and objectives of Russian policy, and discussion of the various pressure areas in world affairs. Various texts are critically studied, including appropriate Headline Books of the Foreign Policy Association, Hessler's *Opera-*

PHILLIPS ACADEMY

tion Survival, Walter Bedell Smith's *My Three Years in Moscow*, Leland Stowe's *Conquest By Terror*, General Wilbur's *Guide Posts to the Future*, Theodore H. White's *Fire in the Ashes*. Students are expected to read in current periodicals and to participate in discussions. Each student will write one major paper on a selected subject.

ELEMENTARY SCIENCE

Three hours. Designed to form an approach to the laboratory sciences which follow in the later years, and also to acquaint the student with information useful to any educated person, the course is based on a study of the earth. Most of the fall term is given to a survey of physical geology; this is followed by a study of the atmosphere from the points of view of biology, chemistry, and physics. The course ends with a consideration of the consequences of the shape and motions of the earth.

ENGLISH

The courses in English aim to teach students to think logically, to speak and write clearly, to read with comprehension and appreciation, and to develop discrimination and taste in the judgment of books.

Courses at all levels include frequent practice in speaking and writing, close reading, sustained attention to problems of syntax and rhetoric, the study and discussion in class of the chief literary types, and wide collateral reading.

Sections vary in size from ten to fifteen. After the Junior year particularly able boys are assigned to honors sections and encouraged to develop their special literary aptitudes. Classroom teaching is supplemented in each year by conferences.

In addition to assigned reading, students do collateral reading which is guided by the English teacher. In each course students are encouraged to do original writing of story, poem, and essay. The Department sponsors a series of prize competitions to stimulate interest in original writing.

There are two elective courses for those students who have completed four years of English, one a course in expository writing, the other a course in American literature.

The following course descriptions list representative texts studied in each year. In the two upper years the choice of texts is left largely to the individual teacher.

ENGLISH I. Five hours. The work of the course includes (1) a review of grammar, drill in spelling and punctuation; (2) the study in class of selected short stories, a novel, a play, selected essays, selected narrative and lyric poems; (3) composition, beginning with a study of paragraphs and proceeding to the writing of simple expository, narrative and descriptive themes; (4) instruction and drill in the rudiments and techniques of oral expression.

A departmental examination is given at the end of each term. Representative texts are *Story Essay*, edited by McClay and Judson (Holt), *Julius Caesar*, *A Tale of Two Cities*, *Great Expectations*, *The Yearling*, *Lively Lady*, *Yesterday and Today* (Harcourt, Brace).

PHILLIPS ACADEMY

ENGLISH 2. Four hours. The work of the course includes (1) a review of grammar, drill in spelling and punctuation; (2) a study of syntax; (3) elementary study of rhetoric; (4) practice in close-reading; (5) composition, chiefly exposition and the personal essay; (6) the reading and discussion of literature: the short story, the novel, drama, poetry, and the familiar essay.

A departmental examination is given at the end of each term. Representative texts are *Great Short Stories*, Schramm, *David Copperfield*, *Main Street*, *Jane Eyre*, *Arms and The Man*, *The Rivals*, *Henry IV (Part I)*, *Poems for Enjoyment*, edited by Lieberman (Harper), *English Handbook*, edited by Bailey and Horn (American Book Co.).

ENGLISH 3. Four hours. The class hours are divided between the study of literature and composition. Fiction, drama, the essay, poetry, and biography are examined in classical and modern texts with particular emphasis upon explication and discussion. Homer's *Odyssey* is read by all sections.

There are frequent long themes and class papers, and special attention is given to practical problems of syntax and rhetoric.

Representative texts are *Far from the Madding Crowd*, *Victory*, *Gulliver's Travels*, *Ethan Frome*, Peterson's *Notes on The Odyssey*; plays of Shakespeare, Sheridan, Shaw, O'Neill, Wilder; the poems of Browning, Williams' *The Pocket Book of Modern Verse*, Untermyer's *A Concise Treasury of Great Poems*.

ENGLISH 4. Four hours. The course gives training on an advanced level (1) in the reading and discussion of literature, chiefly English and American; (2) in close reading of selected passages of prose and poetry; (3) in logical thinking; (4) in composition and rhetoric. This course seeks to stimulate active and thoughtful class discussion of the assigned reading, to establish criteria for judging books, and to develop literary taste. There is continuing practice in writing, including critical essays, research projects, and original work.

Representative texts are Homer's *Iliad*, *Tess of the D'Urbervilles*, *The Return of the Native*, *Walden*, *The Scarlet Letter*, *The Great Gatsby*, *Understanding Fiction*, edited by Brooks and Warren (Crofts), *Hamlet*, *Othello*, *King Lear*, *Antigone*, selected plays of Ibsen, Shaw, Galsworthy, O'Neill, *Straight and Crooked Thinking* (Simon and Schuster), *Understanding Poetry*, edited by Brooks and Warren (Holt).

ENGLISH 4 S. Four hours. An elective course open to students who have successfully completed four years of secondary-school English but who need or desire further training in writing, especially exposition. Extensive writing of both outside and class papers is the main business of the course. Much of the writing is based on a study of models in Haines's *Problems in Prose*; literary aspects of the writing problem are dealt with also through a study of Doubleday's *Studies in Poetry*. More extensive models of writing are examined in a planned sequence of collateral reading throughout the year.

ENGLISH 5. Four hours. An elective course in American Literature open to students who have successfully completed four years of secondary-school English or who have otherwise demonstrated ability to do advanced work in English. The anthology for class use is *A College Book of American Literature*, edited by Ellis, Pound, Spohn, and Hoffman (American Book Co.).

PHILLIPS ACADEMY

*FRENCH

The French Department offers a continuous five-year course, conducted exclusively in French, in which the emphasis is laid on the acquisition of the four skills outlined in Dr. Emile de Sauzé's famous "Cleveland Plan." Students are taught to understand the written and the spoken word, and to express themselves in French both orally and in writing. English is at no time used in class. The entire program is based on learning French as a living language, approximating as closely as possible, within the restrictions of the classroom, the same conditions for learning a foreign language as exist for learning English.

Reading texts are imported from Canada or from France, in their original form, without English footnotes or vocabulary. Each student must provide himself with a French dictionary (Larousse: *Dictionnaire des Débutants*), since he is taught to learn the meanings of new words from words already understood, and not by memorizing English equivalents.

Students who at the end of their first term of French 1 show above average aptitude for the language are placed in special sections. These meet no more often than the regular sections and have the same length assignments but move ahead more rapidly and receive credit for four units of French at the end of three years.

FRENCH 1. Five hours. Text: Robin & Bergeaud, *Le Français par la méthode directe*, Book I (Hachette, Paris), Lessons 1-45.

FRENCH 2-A. Five hours. Texts: Robin & Bergeaud, Book I, completed; Book II, Lessons 1-25. C. Aveline, *La double mort de Frédéric Belot* (Emile Paul, Paris).

FRENCH 2-B. Five hours. For new students not accustomed to the Andover method. Those who pass are admitted to French 3. Texts: Robin & Bergeaud, Book I complete, Book II, Lessons 1-25. Aveline.

FRENCH 2-X. Five hours. For those who received credit in French 1 Special. Successful completion enables a student to enter French 4 but gives only the same unit credit as French 2.

FRENCH 3. Four hours. Texts: Robin & Bergeaud, Book II, completed. Gide, *Isabelle*. Ogrizek, *La France* (Odé, Paris).

FRENCH 4. Four hours. Texts: G. Lanson-P. Tuffrau, *Histoire de la Littérature Française* (Hachette). Schinz, Robert, Giroud, *Nouvelle anthologie française* (Harcourt Brace). Readings from standard French authors, Racine, Molière, Voltaire, Balzac, Flaubert, etc.

FRENCH S. Two hours. For students who have credit for three years of French but whose programs do not permit a four-hour course. Texts: Picard & Black, *Manuel de conversation française* (D. C. Heath). Gibson, *Causeries*, (Henry Holt).

*See footnote on page 70.

PHILLIPS ACADEMY

FRENCH 5C. Two hours. An advanced conversational course.

FRENCH 5L. Two hours. An outline of French literature. Lectures and reading.

Note: French 5C and 5L taken together constitute a major course. Successful completion of French 4 is a prerequisite.

*GERMAN

The German Department offers a five-year course with the following objectives: (1) a sound grammatical foundation, (2) reading fluency, and (3) the ability to speak and write the language correctly. In addition, the course is intended to stimulate the students' interest in the life and customs of the German people and in German literature and art.

From the beginning of the first year, German is gradually introduced as classroom language, and is used exclusively after the second year.

The department offers an accelerated course for students who have proved to be exceptionally able in German 1. Such students may enter German 4 after successful completion of German 2X and receive four units of credit after three years.

GERMAN 1. Five hours. Mastery of the fundamentals of grammar, accurate pronunciation, and a basic vocabulary are the goals. The texts used are selected to increase the students' reading ability and to stimulate their interest in German as a living language.

GERMAN 2. Five hours. The aims of the course are an increased vocabulary and advanced speaking and reading ability. Two short novels and a collection of short stories serve as an introduction to modern German prose and everyday language. A thorough review of the grammar and exercises in composition are continued throughout the year.

GERMAN 1-2. Six hours. The course is designed for qualified seniors only who wish to complete in one year the material covered in German 1 and 2. It follows approximately the outline of those two courses.

GERMAN 2X. Five hours. An accelerated course for qualified students, covering material of both German 2 and German 3. Successful completion enables a student to enter German 4 but gives only the same unit credit as German 2.

GERMAN 3. Four hours. The first term is devoted mainly to first readings in German masterpieces and an introduction to German poetry of the last two centuries. In the second term, a modern German drama is read; during the current year, Zuckmayer's *Des Teufels General*. The third term is used for the study of outstanding German prose by such authors as Stifter, Mann, Rilke, and Hesse. A thorough analysis of German literary style is made by examining the works read. Outside reading is required, including some expository prose. Classes are conducted in German.

*See footnote on page 70.

PHILLIPS ACADEMY

GERMAN 4. Four hours. The course serves as an introduction to German culture from the Middle Ages to our time, with emphasis on the 19th and 20th centuries. It is based on various selections of German poetry and prose, e.g. Goethe, *Urfaust*; Kleist, *Der zerbrochene Krug*; Eichendorff, *Aus dem Leben eines Taugenichts*; Büchner, *Woyzeck*; Storm, *Der Schimmelreiter*; Hauptmann, *Bahnwärter Thiel*; Zweig, *Angst*; Mann, *Tonio Kröger*. Extensive use is made of recorded music and reproductions of German art. Classes are conducted in German. Outside reading is required.

GERMAN 5. Four hours. The literary works read in the course serve as a means of understanding the origins of contemporary Germany. First term: Goethe and his age. Second term: 19th century, romanticists and realists. Third term: trends of the 20th century.

GERMAN S. Two hours. For qualified students of the senior class who wish to continue German as a minor subject, the course is designed as a means of keeping in contact with the language. Contents vary according to the needs of the students.

GREEK (See *The Classics*)

HISTORY

The courses in History have two purposes. They are arranged to provide information in company with other subjects of study. They are developed consecutively to give increasing experience in precision of thinking and to train students in logical expression of what they know. During the first two years, the system defers to the immaturity of the students, stressing the narrative and pictorial; it moves towards the analytical and abstract only in the Upper and Senior years. The first-year course relies upon textbooks for students. Subsequent courses use both individual and reference texts and historical works of maturity. All courses use materials in the Art Gallery and the Library.

HISTORY 1. GREECE AND ROME. Three hours. The course is designed to introduce the students to the study of history, the sources, origins, and early development of Western civilization. It commences with the well-springs of our civilization, Egypt, Palestine and Crete, emphasizing variously the fields of politics, art, literature, religion and geography as they may successfully appeal to Juniors. Particular attention is paid in the first term to methods of study to help the boys adapt themselves to a new school, to new and higher standards of workmanship. Emphasis is placed on note-taking and writing.

By the middle of the Fall Term the boy should be able to handle the mechanics of study. He can now give more attention to the main theme of the year, the study of Greek and Roman history. Political affairs are studied essentially as a foundation for many of the achievements of the times, and as a contrast to and in comparison with the present. The major interests of the course are the cultural influences of the Greeks and Romans, the spread of Greek thought and ideas by the Macedonians, and Rome's contribution in bringing Hellenistic culture to mediaeval Europe.

PHILLIPS ACADEMY

Throughout the course the student widens his mental horizons and is made aware of today's heritage from the classical past.

HISTORY 2. CIVILIZATION OF EUROPE: RISE AND DEVELOPMENT. Four hours. The students are here introduced to the history of Western Europe, from the end of Roman domination to the period of Napoleonic ascendancy.

Students examine the development of European peoples as they grow from tribal units into nations; they trace economic changes from feudal society to the beginnings of capitalism; they become acquainted with such contributions to culture and politics as the Church, the Reformation, and nationalism; and they begin to understand the development and conduct of international affairs.

It is one purpose of the course to teach students a sense of continuity in European political, social, and economic institutions, so that the boy will appreciate his heritage from the past, and begin to develop a capacity to reason and to relate the past with the present.

A work book is specially prepared for the course, and the student learns to take adequate notes. The Library provides the several texts necessary for the various topics to be studied; visual aids dramatize significant events; historical novels supplement textbook reading for those interested.

HISTORY 3. ENGLAND AND THE BRITISH EMPIRE. Four hours. The study of British affairs is the main theme of the course because the history of Great Britain provides the background for an understanding of many present national and international issues.

The purpose of this year's work is to introduce the student to mature examination of historical problems and evidence. The basis of study is a work-book designed to train the student to use several reference texts and the facilities of the Library. He is taught to make concise notes from specific references, encouraged to participate in class discussion, to draw conclusions from facts and events, and to develop a sense of perspective. To these ends the course is organized topically, each topic a unit of work that develops a main issue.

The student examines such topics as the 17th century struggle for personal liberty in England, the use of money and banking in modern society, the establishment and loss of Britain's mercantile empire in North America, the influence of industrialization upon domestic and foreign affairs, and the recurring examples of balance of power in international politics. Although approached primarily through the history of Great Britain, the topics are the universal political and economic issues of security for the individual and the nation, the problems of empire, national independence, and attempts at the maintenance of peace.

HISTORY 4. THE UNITED STATES. Five hours. This final course opens with the American Revolution and proceeds through the transition from Confederation into Federal Union, from conflict and division to reunion, and the growth of the United States as a world power. It closes with events of the present time. It surveys the westward movement, the plantation system, the development of industry, the labor movement, and the foreign policy of the American government.

Although public affairs are the central theme, stress is placed upon geographical, economic, social, and governmental problems; the careers of eminent men

PHILLIPS ACADEMY

are examined in relation to these problems. Much attention is given to historical decisions of the Supreme Court. Matters of literary, intellectual, religious, and philosophical import are indicated but not stressed.

LATIN (See *The Classics*)

MATHEMATICS

MATHEMATICS 1B — First Year Algebra. Five hours. The course provides an intensive study of the procedures of elementary algebra through the solution of quadratic equations. Texts: Shute, Kline, Shirk, and Willson's *Elementary Algebra* (American Book); Sanborn, Nason and Sides' *First Year Exercises in Algebra with Reviews and Examinations* (Andover Press).

MATHEMATICS 1A — First Year Algebra. Five hours. The prerequisite of the course is an elementary knowledge of algebra through the solution of simultaneous linear equations of two unknowns. The texts are those used in Mathematics 1B.

MATHEMATICS 1-2. Two Years of Algebra. Five hours. For able students who normally would be candidates for first year algebra but who on the basis of satisfactory records and admission examinations are permitted to enter a section which in one year completes both Mathematics 1 and Mathematics 2. Texts: Mergendahl and Walter's *Intermediate Algebra* (Appleton-Century); Tower and Sides' *Reviews and Examinations in Algebra* (Heath).

MATHEMATICS 2—Second Year Algebra. Four hours. The course presumes thorough grounding in at least one year of algebra. A careful review is made of the topics covered in Mathematics 1A with applications to more difficult exercises and problems, followed by a study of intermediate algebra through logarithms and progressions as presented in Mergendahl and Walters' *Intermediate Algebra* (Appleton-Century). Additional material is provided from Tower and Sides' *Reviews and Examinations in Algebra* (Heath).

MATHEMATICS 2X. Five hours. For the able student after completion of either Mathematics 1B or Mathematics 1A. The course progresses more rapidly than Mathematics 2 and, by the end of the Upper Middle year, completes Mathematics 2, Mathematics 3A and Mathematics 4. In the Upper Middle year the section is known as Mathematics 4X. Mathematics 2X is also open to selected students entering the school as Lower Middlers. Students who successfully complete both Mathematics 2X and Mathematics 4X are prepared to take Mathematics 5 or some other elective in their Senior year. The books used in this set of courses are those used in Mathematics 2, Mathematics 3A, and Mathematics 4.

MATHEMATICS 3A—Plane Geometry and review of Algebra. Five hours. This is the regular course in Mathematics 3, in which plane geometry is started and finished. The course is for students who have completed college entrance requirements in two years of elementary and intermediate algebra.

PHILLIPS ACADEMY

The course covers a program of study as presented in Wells and Hart's *Progressive Plane Geometry* (Heath). A comprehensive study of originals, numerical exercises, constructions, and loci is also provided in Tower and Sanborn's *Exercises in Plane Geometry* (Andover Press). The supplementary work in algebra is covered with the use of Tower and Sides' *Reviews and Examinations in Algebra* (Heath).

MATHEMATICS 3B—Second Year Algebra and review of Plane Geometry. Five hours. This is a course for incoming students who have completed college entrance requirements in plane geometry and who have done one year of work in algebra similar to Mathematics 1A or 1B. It includes a review of the topics of elementary algebra, a study of intermediate algebra through logarithms and progressions, and a review of the fundamentals of plane geometry.

The textbooks in use are Mergendahl and Walters' *Intermediate Algebra* (Appleton Century), Tower and Sides' *Reviews and Examinations in Algebra* (Heath), Shute-Shirk-Porter's *Plane Geometry* (American Book), and Tower and Sanborn's *Exercises in Plane Geometry* (Andover Press).

MATHEMATICS 4—Trigonometry, Solid Geometry, and Advanced Algebra. Five hours. The prerequisite of the course is the satisfactory completion of one of the Mathematics 3 courses or its equivalent. The course includes the study of trigonometry, theory and use of logarithms, solid geometry, and selected topics in advanced algebra. The text books in use are Granville-Smith-Mikesh's *Plane Trigonometry and Tables* (Ginn), Hart's *Progressive Solid Geometry* (Heath), Edgerton and Carpenter's *Advanced Algebra* (Allyn and Bacon), and Smith-Fagan's *Mathematics Review Exercises* (Ginn).

MATHEMATICS 4X. Five hours. For details of this course, reference should be made to Mathematics 2X; Mathematics 4X is the succeeding course.

Completion of the course meets the college requirements for two units of credit in elementary and intermediate algebra, one unit of credit in plane geometry and one unit of credit in advanced mathematics.

MATHEMATICS 5—Analytic Geometry and Differential and Integral Calculus. Four hours. This course in analytic geometry and the calculus corresponds to the mathematics of the freshman year in university and college. It is open to those who have completed the usual preparatory school courses in mathematics, and to others of unusual aptitude who can take such a course concurrently with Mathematics 4. The text used is *Analytic Geometry and Calculus* by Longley-Smith-Wilson (Ginn). Completion of the course affords the opportunity to qualify for advanced placement in college mathematics.

MATHEMATICS T—Plane Trigonometry. Two hours. An elective course restricted to Seniors and non-returning Upper Middlers who are unable to schedule Mathematics 4. The course is a thorough presentation of plane trigonometry. The text books in use are Granville-Smith-Mikesh's *Plane Trigonometry and Tables* (Ginn) and Smith-Fagan's *Mathematics Review Exercises* (Ginn). Completion of this course meets the college requirements for one-half unit of credit.

PHILLIPS ACADEMY

MECHANICAL DRAWING

Two hours. An engineering drafting course which includes the use of drawing instruments, lettering, geometric constructions, orthographic projection, isometric projection, intersection of surfaces, development of surfaces, sectioning, and working drawings. Especial stress is laid on a thorough mastering of the fundamentals. Students of exceptional ability are given an opportunity to do more advanced work or are given problems in keeping with the course to be pursued after entrance to college. The text in use is French and Vierck's *Engineering Drawing*—Eighth Edition (McGraw-Hill), supplemented by sound motion pictures and film strips.

MUSIC

CHORUS, CONCERT BAND, ORCHESTRA. Each of these is a minor course not requiring outside preparation but counting for two hours of academic credit. Each meets four periods a week, two afternoons at 3:55 and two evenings between 6:40 and 7:45. Upper Middlers may substitute any one of the three courses for the required Art and Music minor. With the approval of the Class Officers Committee, members of the other classes may elect any one of the three courses as a minor course, *in addition to* the minor course normally required in each year. Volunteers, not enrolled in the courses for credit, may join the evening sessions of such courses as an extracurricular activity.

INTRODUCTION TO MUSIC. Two hours. The second half of the course "Introduction to Art and Music" is devoted to music. The course is ordinarily required of all members of the Upper Middle Class, with the exception of those students who are permitted to take Music Appreciation, private instrumental or vocal lessons, Orchestra, Chorus, Concert Band, or Studio Art. The development of musical thought is studied in order to give the student an acquaintance with the strengths and weaknesses of all types of music, and to give him a greater understanding and enjoyment of serious music. The evolution of American music from folk music to today's symphonies is studied, as well as program music and symphonies of the romantic and classical schools. The subject matter is illustrated with recordings.

MUSIC APPRECIATION. Two hours. The course is basically a history of music with added consideration of the development of musical form and orchestration. Recordings are used extensively for study and classroom illustrations. Open to Seniors as an elective, and also to qualified Upper Middlers.

HARMONY. Two hours. The course equips the student with a knowledge of basic harmonic structure, and enables him to harmonize a melodic line in traditional four-part fashion. An ability to read music is prerequisite for the course.

PRIVATE INSTRUMENTAL AND VOCAL LESSONS. Two hours. Weekly instruction in keyboard, orchestral, and band instruments or in the voice may be counted as a two-hour course. One half hour of instruction is to be supplemented by four

PHILLIPS ACADEMY

hours of practising. Lessons are offered to members of the school orchestra and band at a fee of one dollar a lesson. For advanced students arrangements are made for a teacher to come out from Boston. For piano and organ students there is a separate charge of \$100 per year for weekly half-hour lessons, and \$200 for weekly hour lessons. The charge for voice lessons is comparable. A staff of distinguished teachers is available for such instruction.

MUSIC MAJOR. Four hours, which may be gained by the combination of any two music courses, except that the Orchestra, Chorus, and Concert Band courses may not be so combined with each other.

BEGINNERS' BAND. Any student who wishes to learn to play a brass, woodwind, or percussion instrument will be loaned an instrument and may receive group instruction in the Beginners' Band, at no expense to the student. It is assumed that members of this group are interested in eventually joining the advanced Band groups.

NAVIGATION

Two hours. Open to students who are taking Mathematics 4, or who have had that course or its equivalent. The textbook used is Dutton's *Navigation and Nautical Astronomy* (1951 Edition). The course consists of a term's work in each of the fields of piloting, nautical astronomy, and celestial navigation. Emphasis is placed on the practical application to surface navigation. During the latter part of the year the opportunity to cruise is offered to members of the class.

PHILOSOPHY

Two hours. The course offers a fairly intensive study of a few central problems of metaphysics. The interdependence between metaphysical views and ethical and political attitudes is stressed, though the study of ethics and politics is not pursued so intensively as that of metaphysics. Much of the reading of the fall term is in Plato; thereafter, the chief text is Joad's *Guide to Philosophy and Metaphysics*. During the latter part of the spring term it is customary to study all, or part, of a book by a relatively recent or contemporary philosopher: for example, Santayana, Whitehead, Langer. The final assignment is a paper requiring the student to attempt a synthesis of his views on some of the chief problems explored in the course.

PHYSICS

Four hours. The course completes the requirements for entrance to college and prepares the student for further work in this or related fields. The textbook used is Brown and Schwachtgen's *Physics, The Story of Energy* (D. C. Heath). By means of lectures, recitations, experimental demonstrations, and the solution of numerical problems, the student is taught not only the fundamental principles of physics, but also the elements of scientific method. Reference is made where possible to the implications and effect on current thought of recent advances.

PHILLIPS ACADEMY

SPANISH 2X. Five hours. Open to students who have completed Spanish 1 with high honors. It covers the material of Spanish 2 and Spanish 3. Successful completion enables a student to enter Spanish 4 but gives only the same unit credit as Spanish 2.

SPANISH 3. Four hours. An advanced course which continues to develop oral and aural skills as well as practice in written composition. The courses are conducted in Spanish. The main texts, supplemented by additional readings, are *Libro de Repaso y Conversacion* by Centeno and Rogers (Dryden); *Pensativa* by Goytortúa (Appleton-Century-Crofts); and *Cuentos Criollos* edited by G. Walsh (Heath).

SPANISH 4. Four hours. The course aims to develop an appreciation of Spanish culture through the centuries in the entire Hispanic world. It presupposes a rather extensive knowledge of grammar and vocabulary and a fairly fluent conversational ability. Constant use of the Spanish language in the classroom discussions and written assignments is required. Frequent reference is made to all available types of illustrative material or *realia*. The basic text is Babin's *Introducción a la Cultura Hispánica* (Heath) for cultural and historical background. Among the literary works read in the course are Uslar Pietri's *Las Lanzas Coloradas* (Norton) and Martínez Sierra's *Sueño de una Noche de Agosto* (Norton), as well as selections from the masterpieces of Spanish literature, to be found in such anthologies as *Representative Spanish Authors* edited by Pattison (Oxford).

SPANISH 5. Two hours. A minor course open chiefly to seniors who have had three years of Spanish. It is designed to keep them in contact with the language before they continue its study in college and is conducted entirely in Spanish.

BUILDINGS AND EQUIPMENT

GROUND

The Main Campus is composed of three focal points: the Memorial Tower, Samuel Phillips Hall, and The Cochran Chapel. North and south across the main campus runs the Elm Arch, an avenue of trees planted early in the last century and now resembling the aisle of a cathedral. Bisecting this, the broad Vista slopes from Samuel Phillips Hall gradually to the west and the New Hampshire hills beyond. On the main campus are situated most of the older Academy buildings, largely of brick with stone trimmings in the Georgian Colonial style. These have been used in some degree as models for the newer structures, but the genius of the modern architects, Guy Lowell, Charles A. Platt, and Perry, Shaw, and Hepburn, has modified the original type and secured variety in unity.

The Brothers Field (1900) was enlarged in 1924. Its fifty-five acres, close by the gymnasium, comprise the regular playing fields of the Academy. Its facilities provide five football fields, five baseball diamonds, four soccer fields, the running track, hockey rinks, and many tennis courts. Brothers Field originated with a gift of land by George B. Knapp, Class of 1854, in memory of his brother, Arthur Mason Knapp, a teacher in the Academy, 1863.

The Old Campus and other fields are also used for baseball, football, soccer, and tennis.

The Moncrieff Cochran Sanctuary (1929), comprising about ninety acres, is the gift of Thomas Cochran, class of 1890, who planned and developed it to manifest the beauty and interest of wild nature. Within its enclosure are two ponds frequented by wild ducks which stop there in passage. Ducks, pheasants, and other birds breed there in great numbers. At the highest point of

PHILLIPS ACADEMY

land is a log cabin, and at spots of particular beauty stone seats have been erected: one to the memory of the late Professor Charles H. Forbes, Acting Headmaster; another to the memory of Augustus Porter Thompson, of the class of 1892, and his son, Augustus Porter Thompson, 3rd, of the class of 1928; a third to the memory of Thomas Cochran, of the class of 1890; and a fourth in memory of Elizabeth Goodhue Fuess. The Sanctuary was given in memory of Moncrieff Mitchell Cochran, of the class of 1900.

SPECIAL BUILDINGS

The Addison Gallery of American Art (1930) was established in memory of Mrs. Keturah Addison Cobb, "to enrich permanently the lives of the students of Phillips Academy, by helping to cultivate and foster in them a love for the beautiful." The original gift included important objects of American art with endowment for the maintenance and operation of the building, and a small fund for additional purchases.

It is the aim of the Addison Gallery to serve as a center where students in Phillips Academy, and outside visitors, may develop their cultural interests. To this end, frequent loan exhibitions are held throughout the year. Some are directly related to the courses in the school curriculum; others are of general interest. The introductory courses in Art and Drawing and Painting are held in the Gallery, which is also the center of voluntary work during spare time. Closer correlation with other courses is being sought through the collection and circulation of material for classroom exhibitions.

In addition to its activities as a part of Phillips Academy, the Addison Gallery is always open to the general public and offers educational opportunities to schools and organizations in the neighboring communities.

The nucleus of the present collection of American paintings was

PHILLIPS ACADEMY

presented to Phillips Academy in 1928 by several friends of the school. The collection, now including nearly two thousand items, is recognized as among the outstanding specialized collections in the country. Allston, Copley, Morse, Stuart, West and others represent the Colonial period. Of especial importance among the many paintings of the nineteenth century are examples by Cole, Doughty, Eakins, Homer, Inness, LaFarge, Ryder, Twachtman, Whistler. The early part of the present century is shown in the work of such men as Bellows, Davies, Demuth, Hassam, Hopper, Luks, Marin, Prendergast and Sloan. Recent acquisitions of contemporary paintings, sculpture, prints, and drawings complete an exceptionally well-balanced collection.

Models of American ships, built to uniform scale, are also installed in the Addison Gallery. This collection forms a comprehensive survey of American shipping in the sailing era, with a few examples from the present day. In addition to a collection of 18th Century American silver, that of the James B. Neale bequest, received in 1946, selections of furniture, glass, and pewter of the Colonial period from the Mabel Brady Garvan Collection at Yale University are on permanent exhibition.

Among recent publications of the Addison Gallery are three books: "Search for the Real", 1948; "Layman's Guide to Modern Art", 1949-54; "The Naked Truth and Personal Vision", 1954, based on special exhibits arranged in connection with the Upper Middle course in Art. All are simply written and intended for adult as well as for student readers.

An Art Film Library of some two dozen titles was established in 1954 to service schools and colleges in New England, as well as the Academy community.

The Gallery is open on week days from 9 A.M. to 5 P.M. and on Sundays from 2:30 to 5 P.M.

The Oliver Wendell Holmes Library (1929) was given by Williams Cochran, class of 1895, Moncrieff M. Cochran, class of

PHILLIPS ACADEMY

1900, and Louise Cochran Savage. It was named in honor of the poet and physician, a member of the class of 1825.

The early library of Phillips Academy numbered but a few volumes. Some of these are preserved in a separate collection as the Library of 1819, composed for the most part of Latin texts, lexicons, editions of the classics, orations, and sermons. There are 71,000 volumes today, carefully distributed among the humanities and sciences, catalogued according to the Dewey system with cards from the Library of Congress, and superbly housed in a Georgian building equipped with stacks, work-rooms, studies, an exhibit hall, reference and reading rooms, all that goes to make a library complete.

Particular treasures of the Library are an original elephant folio of Audubon's *Birds of America* and contemporary accounts of John Paul Jones, given by Thomas Cochran of the class of 1890; papers and books of the poet, Oliver Wendell Holmes, for whom the Library is named; part of the library of Guy Lowell, architect of many of the Academy's buildings; a notable collection of 247 volumes on English Public Schools; the Mercer Collection on sports; publications by graduates and memorabilia of the Academy; classics given in memory of Allen R. Benner; "O.S.S. Maps" presented by General Donovan; Early Americana given by Nelson S. Taylor of the Class of 1900; an historical map of the Academy by Stuart Travis in the Freeman Room. Rare Vergiliana, gathered by Charles H. Forbes, and a handsomely bound collection of French literature, selected by Charles A. Parmelee, are kept in separate rooms open to all who may be interested.

The Library is open Monday to Friday from 8 A.M. until 9:45 P.M., except for the period 5 to 6:15 P.M.; Saturdays from 8 A.M. until 6 P.M.; and Sundays from 2:30 until 9:45 P.M.

The Robert S. Peabody Foundation for Archaeology, established in 1901 by Robert Singleton Peabody, Class of 1857,

PHILLIPS ACADEMY

provides a fund for the maintenance of research in archaeology and for the museum which was opened in 1903. The Foundation has carried on extensive archaeological research in the south-eastern states and the Southwest and is continuing such work in New England and the Maritime Provinces.

In the exhibition halls there are to be seen collections from many of the principal Indian archaeological cultures. A decorative map of North America by the late Stuart Travis, concerned with the main culture areas of the continent, is mounted on the stairway. A model of a former Andover Indian village, and a model of a portion of the pueblo of Pecos in New Mexico are also on display.

The Foundation offers a two-hour elective course dealing with the life of the Indians and the pre-history of North America.

A library, open to all, offers an opportunity for reading and research in the varied phases of aboriginal American life.

The Foundation has an extensive publication list which is available at the museum office.

The building is open on weekdays from 9 A.M. to 5 P.M. and on Sundays from 2 to 5 P.M.

*DORMITORIES

Foxcroft Hall (1809), two entries for sixteen boys each.

Bartlet Hall (1821), two entries for seventeen boys each.

Draper Cottage (1892), for ten boys. The gift of Warren F. Draper, class of 1843.

Pemberton Cottage (1893), for eleven boys. The gift of Melville C. Day, class of 1858.

Andover Cottage (1893), for thirteen boys. The gift of friends in Andover.

Eaton Cottage (1893), for ten boys. The gift of Melville C. Day, class of 1858.

*See page 28 under "Plan of Residence and Eating."

PHILLIPS ACADEMY

Bancroft Hall (1900), two entries totalling thirty-two boys. The gift of Melville C. Day, class of 1858.

Williams Hall, Junior House and Stott Cottage, acquired (1910) through the aid of Edward H. Williams, Jr., class of 1868, offer accommodations for fifty-eight Juniors.

Bishop Hall (1911), two entries totalling forty boys.

Day Hall (1911), two entries totaling forty-three boys each. The gift of Melville C. Day, class of 1858.

Adams Hall (1912), two entries for twenty boys each. The gift of Melville C. Day, class of 1858.

Taylor Hall (1913), two entries for twenty boys each. The gift of Melville C. Day, class of 1858.

Johnson Hall (1922), two entries for twenty boys each.

Paul Revere Hall (1929), two entries totalling forty-four boys. The gift of Thomas Cochran, class of 1890.

Rockwell House, acquired (1935) through the generous bequest of the late Mrs. Fannie R. Dennis, offers accommodations to forty-two Juniors.

The following thirty-one houses, known as **Faculty Houses and Cottages**, provide accommodations in relatively small groups for most of the Lower Middle Class and for a few members of the other classes:

Abbot House	Fay House	Park House
America House	French House	Pease House
Blanchard House	Frost House	Salisbury House
Carter House	Gould House	Samaritan House
Cheever House	Greene House	Smith House
Churchill House	Hardy House	Stowe House
Clement House	Hayward House	Tilton House
Cole House	Jackson House	Tucker House
Coy House	Merrill House	Williston House
Farrar House	Moorehead House	Woods House
	Newman House	

PHILLIPS ACADEMY

CLASSROOM BUILDINGS

Pearson Hall (1818), remodelled in 1922, is named in honor of the first Principal. Pearson Hall, designed by Bulfinch, was originally Bartlet Chapel, the center of the religious and intellectual life of the famous Andover Theological Seminary. In 1922 the ugly, square bell tower which had been added to it was removed, and the building was transferred to its present site and restored to its original beauty. It is used for classrooms.

Bulfinch Hall (1818, 1936), built from the designs of Charles Bulfinch, was the third Academy school-house. It was provided by gifts, of which the largest was that of William Phillips, Lieutenant-Governor of Massachusetts, 1812-1823. This is the building described by Oliver Wendell Holmes in his poem, *The School Boy*. Successively a recitation building, a gymnasium, and a dining hall, it is now once again being used as a recitation building. The interior was completely renovated and remodelled in 1936, to afford fourteen classrooms and a number of conference rooms for the exclusive use of the English Department.

Graves Hall (1883, 1892, 1936) was named in honor of William Blair Graves, instructor in Natural Sciences, 1865-1870, 1881-1908. Used as the science building until superseded by Morse Hall, it is now the headquarters of the Music Department. The instrumental music moved into the top floor in the summer of 1951, and a number of practice rooms for piano, instrumental, and vocal students are being constructed.

Samuel Phillips Hall (1924) was given by the alumni and friends of the school. It contains classrooms and examination halls and, with its Grecian portico and illuminated clock, is the central point and the dominating building of the campus.

George Washington Hall (1926) was given by Thomas Cochran, class of 1890. It contains the administration offices and the large Meeting Room, in which Wednesday and Saturday

PHILLIPS ACADEMY

morning assemblies are held and lectures, concerts, and dramatic performances take place. Its name commemorates the friendship of George Washington for Samuel Phillips, Jr., founder of the Academy.

Samuel F. B. Morse Hall (1928) was given by alumni and named in honor of Samuel F. B. Morse, inventor of the telegraph, and a student in the Academy from 1802 to 1805. It contains thoroughly modern and well equipped laboratories and recitation rooms for chemistry, physics, and biology, and a room for mechanical drawing.

OTHER BUILDINGS

The Gymnasium (1901; 1951) is a large single unit composed of two parts. **The Borden Gymnasium** was erected in 1901 from gifts, the largest of which was that of Matthew C. D. Borden, Class of 1860. **The Memorial Gymnasium** was built in 1951 as a tribute to Andover's sons who were lost in World War II. The combined facilities include four basketball courts; a seventy-five foot, six-lane swimming pool; a separate pool for diving with high and low boards; a spacious wrestling room; a large general exercise room; and five squash courts.

Isham Infirmary (1912) was the gift of Miss Flora E. Isham. It contains general wards, private rooms, isolated contagious wards, operating room, laboratory, complete dental equipment, and x-ray room. The bequest of Mrs. Fannie R. Dennis made possible the addition to the original building of a new wing, completed in September 1935, providing sufficient accommodations for any emergency.

Peabody House (1915). Built from the income of the Robert Singleton Peabody Foundation, it provides a common room for Lower Middlers and an assembly hall for various school organizations.

PHILLIPS ACADEMY

Memorial Tower (1923) was given by Samuel Fuller, class of 1894, in honorable memory of eighty-seven former students of Phillips Academy who gave their lives in World War I. The tower contains a carillon of thirty-seven bells upon which frequent concerts are played. Its summit, illuminated at night, is a landmark for miles around.

Case Memorial Building (1923) is the gift of George B. Case, class of 1890, and Mrs. Case and their family in memory of George B. Case, Jr., class of 1923. Designed for indoor winter sports, it is known as the "Cage." Its dirt floor is large enough for winter baseball practice. Its 40-yard straightaway track and its circular track of $11\frac{1}{2}$ laps to the mile permit frequent indoor track meets.

Sumner Smith Artificial-Ice Hockey Rink. On the northeast side of the "Cage" is an out-door, artificial-ice hockey rink constructed in 1950 through alumni generosity. Its skating surface is usable in temperatures up to fifty degrees, and the hockey season has thereby been greatly lengthened.

The Commons (1930) is the gift of Nathaniel Stevens, class of 1876, Thomas Cochran, class of 1890, Russell A. Alger, class of 1893, and Dwight W. Morrow. The building is divided into five large halls, one for each of the four classes and one for those students taking their turn on Commons duty. This hall is notable for its murals by Barry Faulkner. Smaller rooms provide meeting and dining facilities for activity groups. The main halls are paneled in oak and adorned with portraits of distinguished graduates and benefactors of the school. A most attractive common room is appropriately furnished for student recreation. Three kitchen and serving pantries are fully up-to-date in equipment.

The Andover Inn (1930) is a small hotel, given by Anthony A. Bliss, A. H. Caspary, Thomas Cochran, Charles H. March, Dwight W. Morrow, and Mr. and Mrs. Frank Waterman Stearns. It is owned by the Trustees and its management and operation

PHILLIPS ACADEMY

are under the supervision of L. G. Treadway as Managing Director. With its beautiful location overlooking the Campus, Rabbit Pond, and the Sanctuary, and with its authentic colonial atmosphere, derived from old portraits, prints, and genuine antique furniture, it is one of the most delightful inns to be found in New England. It is thoroughly modern in equipment. Reservations for special occasions such as the opening of school and graduation should be made well in advance through Mr. Robert W. Frazer, Manager.

The Cochran Church (1932) was given in memory of Thomas Cochran and Emilie Belden Cochran by their children. Without, it presents the sober Georgian beauty characteristic of the architecture on the Hill. Within, its warm oak paneling, its fluted oak columns, and its carved capitals add a rich warmth not usually found in New England churches of its type. It contains the Martha Cochran Memorial Organ.

In 1950 the dissolution of the fraternity system at Andover made the following buildings available for the uses indicated:

Alumni House serves as a gathering place for returning alumni. It contains sleeping, eating, and recreational facilities.

Cooley House is used by the Athletic Department for team meetings, by many discussion groups, by student clubs, and by the Alumni Office for after-game teas for parents and visiting teams.

Benner House furnishes a centrally located snack bar open to the entire school community at appropriate hours.

Graham House is the headquarters of the Phillips Society and is also used for many social gatherings,

Senior House is the social and recreational center for the Senior Class.

PHILLIPS ACADEMY

PRIZES

The following prizes are open for competition in each academic year. Unless otherwise indicated, awards may be made in cash or in the value of the amounts listed.

ENGLISH

DRAPER PRIZES. For declamation. Open to members of English 3, 4, and 5. \$25, \$20, and \$10. Established (1878) by Warren F. Draper, Class of 1843, (sustained since 1867). Awarded 1955 to (1) Michael Davidson West, (2) Frank Guthrie Converse, (3) Thomas Hoel Lawrence, III.

MEANS PRIZES. For declamation of original essays. Open to members of English 3, 4, and 5. \$25, \$20, and \$15. Established (1879) by William G. Means, of Andover, (sustained since 1868). Awarded 1955 to (1) Robert Claro Johnston, (2) Robert Stockton Rogers, Jr., (3) Michael Davidson West.

ROBINSON PRIZES. For debating between a team of the Philomathean Society and one chosen from the rest of the school, or between two teams chosen by the Philomathean Society. \$65 to the winning team. Established (1910) by Henry S. Robinson, of Andover, (sustained since 1896). Divided equally 1955 among Stephen Batchelder Clarkson, Thomas Hoel Lawrence, III, James Edgar Liles.

SCHWEPPE PRIZES. An examination on a literary subject. Open to Senior and Upper Middle Classes. \$30 and \$20. Sustained by the late Charles H. Schweppe, Class of 1898, from 1912 to 1941; since then by his daughter, Jean Schweppe Armour, and his son, John S. Schweppe. Awarded 1955 to (1) Jonathan Berman Weisbuch, (2) Michael Davidson West.

GOODHUE PRIZES. In English literature and composition, including the more practical topics of elementary rhetoric. Open to Senior and Upper Middle Classes. \$20 and \$10. Established (1936) by the family of Francis A. Goodhue, of Andover, in memory of his devotion to Phillips Academy, (sustained since 1916). Awarded 1955 to (1) Michael Davidson West, (2) Robert Claro Johnston.

CLOUGH PRIZE. For an essay by a Senior on an assigned literary subject. \$40. Established (1923) by friends of Charles C. Clough, Class of 1906, in memory of his interest in literary studies and his devotion to Phillips Academy. Awarded 1955 to James William Harpel.

LANGLEY PRIZE. For an essay on Charles Dickens, open to the entire school. \$15. Established (1927) by Stephen S. Langley, Class of 1863. No award 1955.

LEONARD PRIZES. For declamation of original essays. Three prizes of books. Open only to Juniors and Lower Middlers. Sustained (since 1942) by the Department of English, in memory of the late Arthur W. Leonard, former Head of the English Department. Awarded 1955 to (1) Norman Henry Munn, (2) John Othniel Ives, Jr., (3) Michael Sean Mahoney.

CARR PRIZES. For skill in oral English. \$16, \$12, \$8, and \$4. Open only to Juniors and Lower Middlers. Sustained (since 1943) by Donald Eaton Carr,

PHILLIPS ACADEMY

Class of 1922. Awarded 1955 to (1) Norman Henry Munn, (2) William Wilder Hegeman, (3) Edward Milbank Foote, (4) Benjamin Grant Willis.

BURNS PRIZES. For an original poem. Three prizes of \$20 each to be awarded to one boy in each of the three upper classes. Established (1944) by Mrs. John P. O'Rourke in memory of her son, Lieutenant Charles Snow Burns, Class of 1941. Awarded 1955 to Robert Claro Johnston, Thomas Berman Weisbuch.

SUMNER R. KATES PRIZE. For an essay in American Literature. \$30. Sustained (since 1950) by Sumner R. Kates, Class of 1938. Awarded 1955 to Allan Malcolm Loosigian.

CLASSICAL LANGUAGES

COOK PRIZES. In Greek. Examination in Homer, including translation at sight and questions on grammar and antiquities suggested by the passage set. \$30, \$15, and \$10. Established (1879) by Joseph Cook, LL.D., Class of 1857. Awarded 1955 to (1) Henry MacPherson Brown, (2) Richard Newell Smith, (3) John Elias Kolofolias.

DOVE PRIZES. In Latin. Open to Seniors or members of Latin 4. \$30, \$20, and \$10. Established (1915) by George W. W. Dove, Class of 1853 (sustained since 1880). Awarded 1955 to (1) Richard Newell Smith, (2) Michael Davidson West, (3) Gregory Weimer Dickerson.

VALPEY PRIZES. In Latin composition. \$20. In Greek composition, \$15. Open to the Upper Middle Class. Established (1896) by Rev. Thomas G. Valpey, Class of 1954. Not awarded 1955 in Latin. Awarded 1955 in Greek to Pierson Sterling Page Bennett.

DEPARTMENT PRIZES. For excellence in Latin translation, composition, and recitation. Sustained from the Winthrop Fund.

Open to students in Latin 3. For translation. \$10 and \$5. Awarded 1955 to (1) Paul William Smith, Jr., (2) George Bundy Smith. Honorable mention: Pierson Sterling Page Bennett. For recitation from memory of poetry or prose. \$10. Awarded 1955 to Pierson Sterling Page Bennett.

Open to students in Latin 2. Translation and composition. \$10 and \$5. Awarded 1955 to (1) Charles Wickersham Casella, (2) George Peele Fallon. For recitation from memory of poetry or prose. \$10. Awarded 1955 to Benjamin Grant Willis.

Open to students in Latin 1. For recitation from memory of poetry or prose. \$10. Awarded 1955 to Douglas Small Liebhafsky.

JOHNSON PRIZE. In Greek composition. \$10. Established (1932) by Alfred Johnson, Class of 1890, in memory of the Reverend Alfred Johnson, a graduate of Dartmouth College, Class of 1875, (sustained since 1924). Awarded 1955 to Roger Carl Algase.

WEIR PRIZE. In New Testament Greek. \$60. Established (1928) by Rev. William N. Weir, Class of 1895. Awarded 1955 to John Elias Kolofolias.

BENNER PRIZE. For excellence in first-year Greek. \$25. Established (1950), sustained (since 1939) by the Rogers Associates, Inc. in honor of Allen Rogers Benner, Class of 1888, for forty-six years Professor of Greek in Phillips Academy. Awarded 1955 to Otto Martin Buerger, III.

CATLIN PRIZE. \$1000. Awarded annually, regardless of need, to a member of the Upper Middle Class of outstanding scholarship and deportment, who, on completion of Greek 2 or Latin 3 at Phillips Academy, shall include in his

PHILLIPS ACADEMY

Senior program a major course in Greek or Latin. Established (1944) by the late George H. Catlin of the Class of 1863. Divided 1955 among Henry MacPherson Brown, Gregory Weimer Dickerson, Michael Davidson West.

GERMAN

STEVENSON PRIZE. In German composition, oral and written. \$15. Open to the Senior and Upper Middle Classes. Established (1904) by Robert Stevenson, Jr., Class of 1896, in memory of his father. Awarded 1955 to John Robert Ross.

VAN DER STUCKEN PRIZE: For proficiency in German. \$20. Sustained anonymously (beginning in 1952) in memory of Dirk Hugo van der Stucken, instructor in German at Phillips Academy, 1928-1948. Awarded 1955 to Robert Eugene Kohler, Jr.

FRENCH

TAYLOR PRIZE. In French conversation and composition. A selection of French books. Established in part (1909) by a member of the Class of 1868 in memory of Frederick Holkins Taylor of that class, son of Professor John L. Taylor, treasurer of Phillips Academy, 1852-1868. Divided 1955 between Stephen Michael Rosenkranz and Frederick William Byron, Jr.

DEPARTMENT PRIZES. For aural ability. First and second prizes in books awarded to those students in their first and second year of French who get the highest marks on a special examination to test aural comprehension. Sustained (since 1945) by an anonymous donor.

Awarded 1955 in French 1 to (1) Robert Henry Lison, (2) Benjamin Grant Willis. Awarded 1955 in French 2 to (1) John Orsmy Willard, (2) Gary Banks Hammond.

ANTHONY D. GRAVES PRIZE. For beginning French students. \$25. Awarded annually to the student whose application and effort result in the greatest over-all improvement during his first year's study of French. Established 1954 by Mrs. Charles F. Pease in memory of her father. Awarded 1955 to Alan Aspinwall Bergeron.

FORBUSH PRIZE. In French III. A book. Established (1955) by students and friends of Guy Johnson Forbush, instructor in French at Phillips Academy 1917-1920, 1924-1955.

SPANISH

HAYDEN PRIZE. Awarded to that member of the first-year Spanish course who, in the opinion of the faculty, has made the greatest progress in Oral Spanish. \$35. Established (1945) by Mr. and Mrs. Howard P. Hayden of Santiago, Chile. Divided 1955 between (1) Vincent Anthony Peluso, (2) Richard Walter Johnston. Honorable mention: Harry Foster Gittes.

HISTORY

LAUDER PRIZES. In History of England and the British Empire. First prize \$35; second \$25. Competitive examination. Established (1916), sustained (since 1913), by George Lauder in memory of his son, George Lauder, Jr., Class of 1897. Awarded 1955 to (1) George McClelland Whitesides, (2) Arthur Lovekin Donovan.

PHILLIPS ACADEMY

HAYMOND PRIZES. In American History. \$50. Awarded to an undergraduate taking the course in History of the United States for an essay on the Constitution of the United States. Second and third prizes of \$25 and \$10 respectively were added in 1946. Established (1942) by Frank C. Haymond, in honor of his sons, William Stanley Haymond, 2nd, Class of 1942 and Thomas Arnette Haymond, Class of 1943. Awarded 1955 to (1) Anthony Parr Marshall, (2) Davis Willett Moore, Jr., (3) Bardyl Walling Tirana.

MARSHALL S. KATES PRIZE. In American History. \$30. Awarded to an undergraduate taking the course in History of the United States for an essay on a topic in the field of American History. Established (1952) by Marshall S. Kates, Class of 1939. Divided 1955 between Louis Michael Bell and Lewis Sherman Sandler.

GRACE PRIZES. In American History. \$75, \$45, and \$35. For an essay on the Bill of Rights or other historical topic related to our heritage of human liberty. Established (1952) by Oliver R. Grace, Class of 1926, in memory of his father, Morgan H. Grace. Awarded 1955 to (1) Ellis Boris Levine, (2) Keith Spalding Brown, Jr., (3) William Collins Kohler.

MATHEMATICS

CONVERS PRIZES. In Plane Geometry. Awarded on the basis of an examination in Plane Geometry covering analysis on the originals, numerals, loci, and constructions. \$100, \$75, \$50, \$25, \$10, and books. Established (1898) by E. B. Convers, Class of 1857, and extended in 1951 by the former prize men. Awarded 1955 to (1) Edward Albert Klemm, Jr., (2) John Kelly Morrison, (3) Anthony Irving Eller, (4) Oscar Liu-chien Tang, (5) Edward Carl Tarlov.

EATON PRIZE. In Algebra. To that member of the Junior Class outstanding for proficiency in first-year Algebra. \$20. Sustained (since 1938) by Thaxter Eaton, Class of 1904, in memory of his father, George T. Eaton, Class of 1873, for fifty years Instructor in Mathematics. Awarded 1955 to Peter Louis Mattern.

MCCURDY PRIZES. In Trigonometry and Solid Geometry. For Seniors. Awarded on the basis of classroom work and an examination. \$35 and \$25. Established (1940) by the family of the late Matthew S. McCurdy in memory of his connection with Phillips Academy as Instructor in Mathematics from 1873 to 1921. Awarded 1955 to (1) Jay Anthony Precourt, (2) Robert Alton Domingue.

BAILEY PRIZE. In Lower Middle Mathematics. \$25. Awarded on the basis of an examination at the close of the year. Sustained (beginning 1946) by Edward Bailey Crichton, Class of 1946, in memory of his grandfather, Edward Bailey, Class of 1878. Awarded 1955 to Peter Louis Mattern.

TOWER PRIZE. For excellence in Analytic Geometry and the Calculus. A specially bound book in the field of mathematics. Sustained (since 1954) by John W. Dixon of the Class of 1924, in recognition of Oswald Tower, instructor in mathematics at Phillips Academy 1910-1949. Awarded 1955 to Keith Spalding Brown, Jr.

WATT PRIZES. In Elementary and Intermediate Algebra, Plane and Solid Geometry, Plane Trigonometry and Advanced Algebra. For Seniors. Awarded on the basis of a comprehensive examination covering the analytical work of secondary school mathematics. \$125, \$75, \$25, and books. Established (be-

PHILLIPS ACADEMY

ginning 1954) by J. Lester Parsons with the cooperation of William C. Ridgway, Jr., Class of 1925, and William C. Ridgway, 3d, Class of 1953, in memory of Frederick Ellsworth Watt, an instructor at Phillips Academy from 1933 to 1951. Awarded 1955 to (1) Keith Spalding Brown, Jr., (2) Forrest MacGregor Miller, (3) Jay Anthony Precourt.

SCIENCES

WADSWORTH PRIZE. In Physics. To the student holding the highest rank in Physics for the year. \$30. Sustained (since 1900) by William S. Wadsworth, M.D., Class of 1887. Awarded 1955 to Anthony Irving Eller and Richard William Parks.

DALTON PRIZE. In Chemistry. To the student holding the highest rank in Chemistry for the year. \$60. Established (1915) by Frederick Goodrich Crane, of Dalton, Massachusetts, Class of 1884, trustee of Phillips Academy, 1912-1923. Awarded 1955 to Daniel Catlin, Jr.

MARSH PRIZE. In Biology. To a student in the school who has been outstanding in interest and attainment in the Biological Sciences. \$25. Sustained (1936-1949) by the Headmaster and (since 1950) by an anonymous donor in memory of Othniel C. Marsh, Class of 1851, one of the great paleontologists of his day. Twenty dollars each awarded 1955 to Gregory Weimer Dickerson and John Adams Hansman.

GRAHAM PRIZE. In Science. To that member of the graduating class attaining the highest average grade in ten hours of the Natural Sciences studied while at Phillips Academy. \$900. Established (1945) by the late James C. Graham, instructor in Science at Phillips Academy, 1892-1937. Awarded 1954 to Robert Eugene Kohler, Jr.

WADSWORTH PRIZE. In Biology. To the student holding the highest rank in Biology for the year. \$20. Established (1953) by William S. Wadsworth, M.D., Class of 1887. Awarded 1955 to Paul Posner.

BAUSCH & LOMB HONORARY SCIENCE AWARD MEDAL. For exceptional progress in science studies. Awarded 1955 to Keith Spalding Brown, Jr.

MUSIC

CUTTER PRIZE. For proficiency in orchestral, especially stringed, instruments. \$55. Established (1925) by Rev. C. F. Cutter, Class of 1871, in memory of his father, Charles Cutter, Class of 1840. Awarded 1955 to André Roger Guy Janus.

POYNTER PRIZE. For that member of the Phillips Academy Choir who, in the judgment of the Choirmaster, has been the most useful member of that organization. \$30. Established (1943) in memory of Edward Pitkin Poynter of the Class of 1940, who gave his life for his country in the aviation service on July 15, 1943. Awarded 1955 to John Andrew Maxim, Jr.

JONES PRIZE. For that member of the Phillips Academy Orchestra who, in the judgment of the Director of Music, has been the most useful member of that organization. \$25. Established (1945) by Edward T. Jones in memory of his son, Ainsworth B. Jones, of the Class of 1939, who gave his life for his country in the aviation service in July, 1943. Awarded 1955 to James Franklin Roach.

PHILLIPS ACADEMY

COLLIER PRIZE. Awarded for proficiency in the playing of the piano. \$25. Established (1946) in memory of Milton Collier by Mrs. Milton Collier and I. Alfred Levy. Awarded 1955 to Martin Joseph Faigel.

FULLER MUSIC PRIZE — A prize of \$500 contributed by Mr. Samuel L. Fuller, Class of 1894, to be awarded irrespective of scholarship grants to a musical student who has demonstrated high character and special musical aptitude. The recipient will assume responsibility for playing the carillon in the Memorial Tower after all chapel exercises during the school year and on such other occasions as may be directed by the Headmaster. Awarded 1955 to Edward Arnley Hopkins.

BAND PRIZE. For that member of the Phillips Academy Band who, in the judgment of the Director of Music, has been the most useful member of that organization. \$25. Sustained (since 1953) by the Department of Music. Awarded 1955 to Darryl Claude DeVivo.

ART

MORSE PRIZE. To the student who best combines native creative ability with craftsmanship, as evidenced in a developed personal style. \$25. Sustained (from 1932) and established (1942) by Winslow Ames, Class of 1925, in honor of Samuel Finley Breese Morse, Class of 1805. Awarded 1955 to Michael Kraft Whitehouse.

THOMPSON PRIZE. For improvement in drawing and painting. \$25. Given in memory of Augustus Porter Thompson, 3rd, Class of 1928. Awarded 1955 to John Bruce Douglas.

ADDISON GALLERY ASSOCIATES PRIZE. For a student who has distinguished himself in art as well as in other activities. \$25. Sustained (since 1941) by the Addison Gallery Associates. Awarded 1955 to Anthony Christopher Costello.

JOHN ESTHER GALLERY PRIZE. To the student who has shown through his work the clearest understanding of art. \$25. Sustained (since 1943) by Mr. and Mrs. Patrick Morgan. Awarded 1955 to Robert Claro Johnston.

OTHER PRIZES

AURELIAN HONOR SOCIETY PRIZE. To be awarded each year to that member of the graduating class who, in the opinion of the Faculty and his classmates, is outstanding in sterling character, high scholarship, and forceful leadership. Books. Established 1935. Awarded 1955 to Charles Harold Helliwell, Jr.

BIERER PRIZE. To a student who is outstanding in character and personality. \$25. Sustained (since 1944) by Eugene S. Bierer, Class of 1943. Awarded 1954 to Richard Hart Pille.

BUTLER-THWING PRIZE. For the member of the Junior Class with highest marks in entrance examinations. \$20. Established (1918) by Capt. Francis Butler-Thwing, Class of 1900. Awarded 1955 to George Bernard Pidot.

BYER MEMORIAL. A book or books selected by the Headmaster and awarded to the winner of the Faculty Prize. Sustained (since 1948) by Mr. and Mrs. Leonard J. Byer in memory of their son, Chadwick Robert Byer, Class of 1938. Awarded 1955 to Gregory Weimer Dickerson.

PHILLIPS ACADEMY

FACULTY PRIZE. For the Senior graduating with the highest average in scholarship. \$100. Established (1923) by Sanford H. E. Freund, Class of 1897, (sustained since 1912). Awarded 1955 to Gregory Weimer Dickerson.

FEDERATION OF HARVARD CLUBS PRIZE. For a member of the Upper Middle Class, preparing for college, to be recommended by the Headmaster and Faculty for high scholarship and character. A book. Awarded (since 1911) by the Harvard Club of Andover. Awarded 1955 to Langley Carleton Keyes, Jr.

FULLER PRIZE. Awarded to that member of the Senior Class who, having been at Andover not less than two years, has best exemplified and upheld in his life and work at Andover the ideals and traditions of the school. A gold medal. Sustained (since 1912) by Samuel Lester Fuller, Class of 1894. Awarded 1954 to Gerard Evans Jones.

HOCKEY PRIZE. To a member of the Hockey Team who is in good scholastic standing and who during his association with hockey at the school has contributed most to the sport and to the school by representing its ideals through sportsmanship, endeavor, and ability. A silver cup. Sustained (since 1944) by Sumner Smith, Class of 1908. Awarded 1955 to David Lamb Morton.

HOPKINS PRIZE. To be divided among those students who have received no demerit, absence, or tardy marks, excused or unexcused, during the year. Absence for reasons of illness, when an excuse is provided by the attending physician, does not prejudice a candidate's eligibility for this award. \$200. Established (1921) by Boetius H. Sullivan, Class of 1905, in memory of John P. Hopkins. Divided equally 1955 among 32 winners.

HOPPER PRIZE. To a student worker in the Commons who is outstanding in industry, cooperation, and unselfishness. \$75. Established (1953) by friends of Henry Hopper who, for thirty-eight years, served Phillips Academy with industry, cooperation, and unselfishness. Awarded 1955 to William Henry Simpson, Jr.

IMPROVEMENT PRIZE. \$100. Awarded annually to that member of the Senior Class who has been a student at Andover for at least two years and who has shown the greatest development in character and scholarship. Given by a member of the Class of 1916. Awarded 1955 to Walton James McLeod, III.

KINGSBURY PRIZE. To a student of outstanding character, who, in the judgment of the Headmaster, is especially distinguished for perseverance and resolution. \$50. Sustained (since 1943) by Dr. and Mrs. John A. Kingsbury in memory of their son, John Adams Kingsbury, Jr., Class of 1934. Awarded 1955 to James Edgar Liles.

LORD PRIZE. Awarded to the Senior who during his residence at Phillips Academy has displayed in his daily actions and personal contacts a genuinely fine character. A selection of books. Established (1946) by Mason Faulconer Lord, Class of 1944. Awarded 1955 to Arthur Lloyd Kelly.

PHILLIPIAN PRIZE. For outstanding service rendered to the *Phillipian*. \$35. Established (1931) by James Q. Newton, Class of 1929, and Business Manager of the *Phillipian* during his senior year. Awarded 1955 to Frederick William Byron, Jr.

SCHUBERT KEY. Awarded annually to a member of the Senior Class who has excelled in varsity athletics and who best has exemplified the qualities of sound character, cheerfulness, and good sportsmanship on the athletic field. A key. Established (1950), sustained (since 1944) by the Eta Delta Phi Society

PHILLIPS ACADEMY

in memory of Edmund John Schubert of the Physical Education Department. Awarded 1955 to Walter Barnum Levering, Jr.

SCHWEPPE (RICHARD JEWETT) PRIZE. Awarded to a member of the senior class in recognition of an unusual spirit of cooperation and friendliness. \$40. Established (1946) by Mrs. Richard J. Schweppe in memory of her husband, Richard Jewett Schweppe, Class of 1896. Awarded 1955 to Marshall Lyne Posey, Jr.

STEARNS PRIZE. Awarded annually in honor of Dr. Alfred E. Stearns, Class of 1890, Headmaster of Phillips Academy 1903-1933, to a student who, through conscientious effort, high ambition and courage, outstanding character and excellent deportment, has made Phillips Academy a better and more friendly place in which to live. \$100. Sustained (since 1951) anonymously. Awarded 1955 to George Bundy Smith.

SULLIVAN PRIZES. Four prizes, of \$200 each, awarded in the fall to those members of the Senior, Upper Middle, Lower Middle, and Junior Class who made the greatest improvement in scholarship during the previous school year. Established (1921) by Boetius H. Sullivan, Class of 1905, in memory of his father, Roger C. Sullivan. Awarded 1955 to Eliot Lawrence Berson, class of 1954, Olin Barrett, Robert Bruce Fitzgerald, Thomas Hale Fox.

VAN DUZER PRIZES. Two prizes of \$250 each, awarded as outlined below. Sustained (since 1912) in memory of Henry S. Van Duzer, Class of 1871. (a) **ANDOVER-HARVARD.** "The income is awarded annually on the basis of high scholarship to a member of the incoming Senior Class who is preparing for Harvard, the award to be announced at the close of the student's Upper Middle year on the basis of his record up to that time." (b) **HARVARD-ANDOVER.** "The income is available for a graduate of Phillips Academy during his freshman year in Harvard College, the award, based on high scholarship, to be announced at the close of the recipient's Senior year in the school." 1955 awards to be announced.

WARREN PRIZE. "The income is awarded annually to that member of the Senior Class preparing to enter Amherst College who, on the basis of character and scholarship, is deemed most deserving of the award by the Faculty." \$40. Established (1925) by Frank Dale Warren, Jr., Class of 1915, in memory of his father, of the Class of 1879. Awarded 1955 to Darryl Claude DeVivo.

WELLS PRIZE. A prize of \$50 to be awarded annually to the member of the Junior Class who has displayed the outstanding qualities of loyalty, perseverance, and sterling character which characterized the boy in whose memory this prize is given. Sustained (beginning in 1953) by Mr. and Mrs. J. Brent Wells in memory of their son, the late Anthony Peter Wells, admitted to the Class of 1956. Divided 1955 between Alfred Leland Griggs and James Scott Cook.

YALE BOWL. Awarded to that member of the Senior Class who has attained the highest proficiency in scholarship and athletics. Awarded 1955 to William Cameron Agee.

NOTE—The dates given above are those of the years in which the several prizes, as sustained or established, were first awarded.

PHILLIPS ACADEMY

SCHOLARSHIPS

GENERAL SCHOLARSHIP FUNDS

Scholarships are provided by the Trustees from the income of the following funds:

HON. WILLIAM PHILLIPS (1795; 1804). Begun with a gift from Hon. William Phillips and increased by his bequest of \$4,000.	\$ 4,633.33
STUDENTS' EDUCATIONAL FUND, begun with a gift of one hundred dollars from the Senior Class of 1854. Since then increased by the accumulation of income and by other gifts, including one of \$1000 from Edward Taylor, treasurer 1868-1889.	7,762.64
SAMUEL FARRAR (1865), treasurer of Phillips Academy from 1808 to 1840. (A part of this fund is for other purposes.)	22,000.00
JANE AIKEN CLARKE (1870). James G. Clarke, Class of 1839, in memory of his mother.....	1,200.00
PETER SMITH BYERS (1878). John Byers, Class of 1848, in memory of his brother, of the Class of 1847. For boys from Andover.	500.00
CLASS OF 1878 (1878), Senior classical class.....	1,200.00
JONATHAN TAYLOR (1878). Edward Taylor, treasurer of Phillips Academy, 1868-1889, in memory of his father. For boys from Andover.....	1,000.00
HIRAM W. FRENCH (1879), Class of 1839.....	1,000.00
CAROLINE PARKER TAYLOR (1880). Mrs. Alpheus Hardy, in memory of the wife of Dr. Samuel H. Taylor, principal of Phillips Academy, 1838-1871.....	1,000.00
GERARD SUMNER WIGGIN (1882). Lady Elizabeth Sumner Buckley-Mathew Fleming, in memory of her son, of the Class of 1875	1,000.00
STONE EDUCATIONAL FUND (1882). Mrs. Valeria G. Stone of Malden.....	26,400.00
RICHARDS (1889). Mrs. Mary A. Richards, of Andover, in memory of her sons, Charles Thomas Richards, assistant in the treasurer's office, and Edward Stanley Richards, Class of 1875	1,450.14
WARREN F. DRAPER (1890), Class of 1843.....	1,000.00
CHARLES L. FLINT (1890), Class of 1845. Preference to boys from Middleton, Mass.....	5,000.00

PHILLIPS ACADEMY

HENRY P. HAVEN (1890). Trustees of Henry P. Haven estate, of New London, Conn.....	1,000.00
EMMA LANE SMYTH (1890). Gov. Frederick Smyth of New Hampshire, Class of 1839, in memory of his wife.....	1,000.00
JAMES AND PERSIS TAYLOR (1890). Mrs. Mary E. Fairbanks, sister of Dr. Samuel H. Taylor, in memory of her father and mother	1,000.00
JOSEPH DOWE (1892), Class of 1817.....	3,097.98
JAMES CALVIN TAYLOR (1895). Mrs. Mary E. Fairbanks, in memory of her brother, of the Class of 1840.....	1,000.00
MARY W. HOLBROOK (1900).....	500.00
CARTER (1906). Mrs. Ruby A. Carter, of Andover, in memory of her husband and daughter.....	1,500.00
HERMAN VERHOEFF HARTWELL (1907; 1926). Mr. and Mrs. Frank N. Hartwell, in memory of their son, of the Class of 1908	5,000.00
GEORGE RIPLEY (1908).....	2,500.00
T. AUGUSTUS HOLT (1909). For boys from Andover.....	26,003.24
JAMES HUNTINGTON (1910; 1931). The widow and daughter of James Huntington, Class of 1848.....	2,000.00
ALLAN MORSE PENFIELD (1913), Class of 1904.....	1,000.00
GEORGE B. KNAPP (1914). Katharine Knapp estate, in memory of her brother, trustee of Phillips Academy, 1899-1919.....	5,000.00
THOMAS A. EMERSON (1917). Rev. Thomas A. Emerson, Class of 1859, and Mrs. Emerson.....	2,000.00
HARRIET L. ERVING (1922). Miss Harriet L. Erving, of Andover, for thirty years assistant in the treasurer's office.....	1,500.00
SAMUEL M. EVANS (1922), Class of 1887. (A part of the fund is for other purposes.).....	2,000.00
FRANK BUTLER WALKER (1923). Mrs. Mary C. B. Walker, in memory of her son, of the Class of 1889.....	1,425.00
ABRAHAM B. COFFIN (1924), Class of 1852.....	2,000.00
AMASA J. WHITING (1927; 1955). Mrs. May C. W. Speare, in memory of her father.....	5,159.50
JAMES H. HASTE (1930; 1933-34; 1944.), Class of 1894.....	241,074.18
HENRY WALDO GREENOUGH (1931; 1937), Class of 1889.....	2,000.00
MONCRIEFF M. COCHRAN (1932), Class of 1900.....	2,500.00
BANCROFT (1933). Cecil K. Bancroft, Class of 1887, Registrar 1906-1932, in memory of his father, Dr. Cecil F. P. Bancroft, eighth principal of Phillips Academy.....	2,000.00

PHILLIPS ACADEMY

OSGOOD JOHNSON (1937). Helen O. Sprague, in memory of her grandfather and father. For New England-born students.	500.00
DAVID AND LUCY HAYWARD SHAW (1939). Preference to boys from Andover.	10,000.00
SUMNER SMITH (1943). Class of 1908. Balance of income after Hockey Prize (see page 88).	1,142.31
ARTHUR L. KERRIGAN (1945). Class of 1915.	2,500.00
ABBOT STEVENS (1945; 1946). Class of 1907.	20,000.00
CECIL K. BANCROFT (1946). Mary E. Bancroft, in memory of her brother, Cecil K. Bancroft, Class of 1887, registrar and instructor at Phillips Academy, 1906-1932.	3,000.00
LEONARD A. HOCKSTADER (1946). Class of 1896.	2,500.00
ROBERT D. MILLS (1947). Class of 1893.	500.00
GEORGE F. ROBERTS (1948). Mary A. Roberts. For boys from Andover.	2,000.00
NEWTON-HINMAN (1950). Ahlers Association in honor of Frederick E. Newton, '93, and George W. Hinman, '94, former instructors at Phillips Academy and faculty guardians of the PBX Society.	22,243.17
AUV SOCIETY—JAMES C. GRAHAM MEMORIAL (1955). AUV Corporation, in memory of James C. Graham, instructor at Phillips Academy, 1892-1937.	10,500.00
SOCIETY SCHOLARSHIPS. The following funds for scholarship purposes were established through the generosity of the Secret Societies at the time of their dissolution.	
AGC SOCIETY (1950). The Rogers Associates, Inc.	24,461.94
Balance of income after the Benner Prize (see page 83)	
AUV SOCIETY (1950). AUV Corporation.	35,000.00
EDP SOCIETY (1950). The Eta Delta Phi Society.	5,000.00
Balance of income after the Schubert Key (see page 88).	
FLD SOCIETY (1950). The Davison Associates, Inc.	18,046.14
KOA SOCIETY (1950). The Blodgett Association.	35,176.17
PAE SOCIETY (1950). The Cooley Association.	48,912.57
PBX SOCIETY (1950). (See Newton-Hinman, above.)	
PLS SOCIETY (1950). Phi Lambda Sigma Association.	17,000.00
ANONYMOUS (1951).	1,000.00
ISABEL C. MCKENZIE (1952). Mrs. Isabel C. McKenzie.	25,000.00

PHILLIPS ACADEMY

SPECIAL SCHOLARSHIP FUNDS

JOHN CORNELL (1894). John Cornell. For boys from Andover, recommended by the School Committee of Andover..... Awarded 1955 to Thomas John Lynch.	5,000.00
ROBERT HENRY COLEMAN (1919). Mrs. John Coleman, in memory of her son, Lieut. Robert Henry Coleman, Class of 1912, who died in the military service of the United States, 1918.... "The income is awarded annually at the end of his Junior year to a student of limited means, who, in the judgment of the Headmaster, has displayed the most promise of maintaining the highest standard of worth, measured by character, scholarship, and general influence in the school." Awarded 1955 to Thomas Englehard Myers.	6,000.00
GEORGE XAVIER McLANAHAN (1919). His mother and sister, in memory of George Xavier McLanahan, Class of 1892..... "The income is used annually for the assistance of a worthy student or students of limited means." Awarded 1955 to Meade Frierson.	10,000.00
GORDON FERGUSON ALLEN (1920). "Friends of the school," in memory of Gordon Ferguson Allen..... "The income is awarded annually to a deserving student of character and promise and of limited means." Awarded 1955 to André Roger Guy Janus.	5,000.00
REV. WILLIAM HENRY AND ELLEN CARY HASKELL (1920; 1936). Rev. William Henry Haskell, Class of 1856, and his five sons, Classes of 1883, 1888, 1890, and 1895..... "The income is used annually in aiding a needy and deserving student to meet the regular expenses of the school." Awarded 1955 to Vincent Anthony Peluso.	3,000.00
CHARLES C. CLOUGH (1923). Classmates and friends at Princeton of Charles C. Clough, Class of 1906..... "The income is awarded annually on recommendation of the Senior Class to that member of the Upper Middle Class who is of limited means, and who most embodies those qualities of manliness, loyalty, cheerfulness, high purpose, and clean living which were conspicuous in the character of him in whose memory this scholarship was established." Awarded 1955 to Pierson Sterling Page Bennett.	5,000.00
ALFRED HOWLETT DURSTON (1926). Marshall H. Durston, Class of 1900, in memory of his brother, of the Class of 1897..... "The income is awarded annually to a student of limited means	5,000.00

PHILLIPS ACADEMY

who, in the judgment of the Headmaster, embodies the best ideals of student life, scholarship, character, and influence."

Awarded 1955 to Robert Choate Darnton.

SMITH LEWIS MULTER, JR. (1926). Smith Lewis Multer, in memory of his son, of the Class of 1923. 5,000.00
 "The income is awarded annually at the close of his Upper Middle year to a worthy student of limited means who, in the judgment of the Headmaster, has exhibited promise in scholarship and qualities of leadership and wholesome influence in the general activities of the school."

Awarded 1955 to David Saul Paresky.

WILLIAM THOMPSON REED MEMORIAL (1930). His father and mother and members of his family, in memory of William Thompson Reed, Class of 1929. 11,100.00
 "The income is awarded annually to a student of character and promise at the beginning of his Senior year."

Awarded 1955 to Jonathan Drake Reiff.

SCHUYLER BUSSING SERVISS MEMORIAL (1936). Mrs. Charlotte B. Serviss, in memory of her son, a member of the Class of 1898 5,000.00

Awarded 1955 to Gary Banks Hammond.

AUGUSTUS PORTER THOMPSON (1942). Mrs. Augustus P. Thompson, of Andover, in memory of her husband, the late Augustus P. Thompson, Class of 1892. 5,000.00
 "The income is awarded annually to a boy who, in the judgment of the Headmaster, is outstanding in intelligence and character."

Awarded 1955 to John Kemp Randolph.

CHARLES W. CARL (1944-46; 1950-53; 1955). Charles W. Carl, Class of 1910. 18,750.00
 "Income to be used during his Senior year by an outstanding student who is a member of an Academy athletic team, and who, in a previous year, has received other scholarship aid from the Academy and has indicated his intention to enter Yale University."

Awarded 1955 to Thomas Curtis Schwartzburg.

RICHARD STRONG FOXWELL (1945). Mrs. Gilbert M. Foxwell, in memory of her son, a member of the Class of 1922. 2,500.00
 "Income to be awarded annually to a deserving student of limited means to meet the regular expenses of the school."

Awarded 1955 to Joseph Bardwell Lyman, III.

HERBERT E. STILWELL (1945; 1954). Mr. and Mrs. Charles E. Stilwell, of Cleveland, Ohio, in memory of their son, of the Class of 1941, who was lost in the English Channel on a mission during the war. 19,720.17

PHILLIPS ACADEMY

"Income to be awarded annually to a student of limited means who, in the judgment of the Headmaster, gives evidence of those qualities of character, initiative, leadership and loyalty which contribute to real American citizenship."

Awarded 1955 to Richard William Parks.

MOSES AUSTIN CARTLAND SHACKFORD (1946). Professor Martha Hale Shackford, of Wellesley, Mass., in memory of her brother, Class of 1891..... 5,000.00

"Income to be awarded annually to a boy of good character and of limited means, preferably from New Hampshire and preferably pursuing a classical course."

Awarded 1955 to John Elias Kolofolias.

MACINTYRE (1946-47; 1951). John Livingston Macintyre, of the Class of 1942, Mrs. John L. Macintyre, and Mr. and Mrs. Mackenzie Macintyre, of Aurora, Ill., in memory of Mackenzie Macintyre's parents..... 12,100.34

"Net income is awarded annually to a worthy student of limited means who, in the judgment of the Headmaster, has exhibited promise in scholarship, qualities of leadership and wholesome influence in the general activities of the school."

Awarded 1955 to Peter Louis Mattern.

RAY A. SHEPARD (1949-50; 1953). Friends of Ray A. Shepard, former Athletic Director of Phillips Academy..... 2,595.35

"The income is awarded annually to a boy of limited means who has shown evidence of excellent character and marked ambition."

Awarded 1955 to Robert Henry Lison.

SUISMAN FOUNDATION (1949-50; 1953; 1955). The Suisman Foundation, Inc..... 10,000.00

The income is to be awarded annually to a student selected by the Scholarship Committee.

Awarded 1955 to Carroll Sprigg.

HORACE MARTIN POYNTER (1955). His wife, Elsie P. Poynter and his sisters, Juliet J. Poynter and Harriet R. Poynter, in memory of Horace Martin Poynter, Class of 1896, instructor at Phillips Academy 1902-1945..... 12,515.50

Income partially subject to an annuity.

ANNUAL GIFT SCHOLARSHIPS

PHILLIPS SOCIETY SCHOLARSHIP. "Two awards of \$200 each to two deserving and needy students, nominated by the Headmaster, who have attended

PHILLIPS ACADEMY

Phillips Academy for at least one year." Sustained (since 1934) by the Phillips Society. Awarded 1955 to James Benjamin Russell and David Franklin Dean.

ALAN FOX SCHOLARSHIP. "To be awarded each year in the amount of \$500 to that boy in need of financial assistance who in the opinion of the faculty gives promise of attaining the same breadth of character and intellect as had the man in whose memory this scholarship is given." Sustained (since 1942) by Joseph C. Fox of the Class of 1934 in memory of his father, the late Alan Fox of the Class of 1899. Awarded 1955 to George Alban Hoopes.

PHILLIPS ACADEMY

STUDENTS—1955-1956

GEOGRAPHICAL REPRESENTATION

Alabama	2	Nevada	1	Cambodia	1
Arizona	2	New Hampshire	10	Canada	3
California	36	New Jersey	39	China	1
Colorado	5	New Mexico	4	Colombia	2
Connecticut	77	New York	153	Cuba	3
Delaware	3	North Carolina	7	Dominican Republic	1
District of Columbia	13	Ohio	20	England	2
Florida	7	Oklahoma	3	France	1
Georgia	6	Oregon	2	Germany	2
Illinois	22	Pennsylvania	48	Hawaii	2
Indiana	3	Rhode Island	1	Indonesia	1
Kansas	5	South Carolina	1	Korea	1
Kentucky	9	Tennessee	1	Mexico	1
Maine	8	Texas	10	Netherlands, W.I.	1
Maryland	4	Vermont	6	Paraguay	1
Massachusetts	180	Virginia	9	Peru	2
Michigan	8	Washington	3	Puerto Rico	2
Minnesota	2	West Virginia	6	Spain	1
Mississippi	1	Wisconsin	7	Turkey	1
Missouri	1	Arabia	1	Venezuela	1
Montana	2	Argentina	2		
Nebraska	1	Bahama Islands, B.W.I.	1		
		Brazil	1		
					763

CLASSIFICATION

Seniors	231
Upper Middlers	215
Lower Middlers	187
Juniors	130
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	763

NAMES

J	Abbott, Samuel Bassett <i>Katonah, N. Y.</i>	J	Albright, Alan <i>Bedford, N. Y.</i>
S	Acker, Reynolds Beal <i>Washington, D. C.</i>	L	Alexander, George Hixon, Jr. <i>Aurora, Ill.</i>
U	Adams, Herbert Dan, Jr. <i>Wellesley Hills</i>	L	Alexander, Thomas Stephen <i>Aurora, Ill.</i>

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- J Alley, Stephen Blaine
Wenham
- s Alter, Alan Richard
Brockton
- s Aniel, Peter Michael
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- U Andrews, Walter Fenton
Melrose
- s Andrus, Carlton Farquhar
Lake Forest, Ill.
- U Angier, Roswell Parker
Hartford, Conn.
- U Annis, Charles Michael
Rochester, N. Y.
- L Armstrong, Paul Carew
Malden
- J Arnold, John Edward, Jr.
Wenham
- J Atchison, David Alan
Albuquerque, N. Mex.
- J Atha, Henry George, Jr.
Tucson, Ariz.
- U Austin, John Holcombe McCulloch
Norton
- U Auxier, Herschel Ainsworth
Vero Beach, Fla.
- U Babcock, William Sumner
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- s Bacon, Robert Lawrence
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- s Bagnoli, Thomas Cesare
Englewood, N. J.
- L Bailey, Edward Hopkins, Jr.
Wellesley Hills
- J Bailey, Philip Gilbert
Bath, Me.
- L Bakewell, Charles-Adams
West Hartford, Conn.
- L Bamford, Gilbert Russell
North Andover
- s Banta, David Horace
Hackensack, N. J.
- s Barbour, Jesse Otho, Jr.
Morganton, N. C.
- s Barlofsky, Lyle William
Lowell
- U Barlow, John French
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Tulsa, Okla.
- s Barnum, David Burrall
Greenwich, Conn.
- s Barrows, Raymond Reed, Jr.
Seaford, Del.
- L Barry, John Michael, Jr.
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- s Bartlett, Edward Totterson, III
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Flushing, N. Y.
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- U Beattie, Douglas Stuart
Newport Beach, Calif.
- s Beck, John Clinton
Wilkes Barre, Pa.
- U Behan, David Paul
New Haven, Conn.
- U Bell, Frank Breckenridge, II
Pittsburgh, Pa.
- U Bell, James Halsey
Essex Fells, N. J.
- s Benedict, James Bell, Jr.
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Minneapolis, Minn.
- s Bennett, Peirson Sterling Page
Assinippi
- U Bergeron, Alan Aspinwall
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- s Bernat, Eliot Donald
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South Essex
- s Bienstock, Paul Abraham
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Cambridge
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Dallas, Pa.
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Hamilton, Va.
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- L Burdett, Arthur Crane
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- U Burke, Arnold Thomas
Madison, Conn.
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Darien, Conn.
- U Burnes, Robert Frederick
Lawrence
- J Burness, Donald Bayer
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- J Burnham, Arthur Backus
Chappaqua, N. Y.
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Troy, N. Y.
- J Bussey, Alan Eaton
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- J Butler, John Kenrick, Jr.
Andover
- J Butler, William Allington
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- J Campbell, Donald Sewell
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- L Campbell, Paul, Jr.
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- s Converse, Frank Guthrie
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- L Cornellissen, Andres Johannes
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- J Cox, John Rogers, Jr.
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Danvers
- U Creese, William Ernest
Danvers
- J Crocker, Chester Arthur
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- L Crosby, Copley Enos
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- J Dolan, Clyde Morgan Edwards
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- L Dolan, John Francis
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Andover
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Pepperell
- S Donovan, Arthur Lovekin
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- S Finn, H. Bolton, III
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- S Forrest, Andrew Charles Stewart
Derby, England
- S Forstmann, J. Anthony
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- U Forstmann, Theodore Joseph
Greenwich, Conn.
- U Foss, Clive Frank
La Mesa, Calif.
- U Fournier, David Ballou
North Attleboro
- L Fox, Byron Michael
Roslyn Estates, L. I., N. Y.
- S Fox, George Earle, Jr.
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- U Fox, Thomas Hale
Williamstown
- L Freedberg, John Michael
Salem
- S Freeman, Matthew Wright
Rydal, Pa.
- S Freisinger, Gerard Martin
Warwick, N. Y.
- L Friedman, Samuel Gregory, Jr.
Santurce, Puerto Rico
- U Frierson, Meade
Cottondale, Ala.
- L Frost, Edmund Locke, Jr.
Arlington
- U Gaede, Anton Henry
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- S Gallop, Richard Charles
Great Neck, N. Y.
- S Galyean, Jerry Richard
Charleston, West Va.
- L Ganson, Charles McKay, Jr.
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- S Garmey, Ronald
White Plains, N. Y.

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- J Gilbert, George Seymour Beckwith
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Streator, Ill.
- U Girdler, Lewis
Old Greenwich, Conn.
- U Golden, Brian Michael
Winchester
- L Golden, Michael Alan
Fitchburg
- J Goldring, Steven Martin
Greenwich, Conn.
- L Goldthwaite, John Calvin
Andover
- S Goodman, Ronald Arnold
Lowell
- S Goodyear, John, Jr.
Springfield Center, N. Y.
- J Goodyear, Richard
Springfield Center, N. Y.
- L Gordon, Graham Mackenzie
Huntington, N. Y.
- L Gorman, Patrick Henry, III
Rye, N. Y.
- S Gould, Robert Louis
Manhasset, N. Y.
- U Graham, Joseph Francis, III
Greenwich, Conn.
- U Green, James Reid, Jr.
Indiana, Pa.
- S Greenberg, Allen Frederick
Brooklyn, N. Y.
- J Greenwood, Wilbur Rowe, III
Stamford, Conn.
- J Grew, Edward Wigglesworth
Dover
- L Griggs, Alfred Leland
Rockford, Ill.
- U Grigsby, Charles Towler
Norwell
- S Grimm, Trevor Alan
Los Angeles, Calif.
- U Gummere, Francis Barton, Jr.
Wellesley Hills
- U Guthrie, Richard Park
Wurzburg, Germany
- J Hale, Prentis Cobb, III
San Francisco, Calif.
- J Hall, Brooks Chapman
Short Hills, N. J.
- S Hall, Perry Edwards, 2d
Short Hills, N. J.
- L Hamilton, William
St. Helena, Calif.
- L Hammond, Franklin Tweed, III
Cambridge
- U Hammond, Gary Banks
North Brookfield
- L Hanley, Francis Joseph, Jr.
Brockton
- J Hanna, Thomas Philip
Ithaca, N. Y.
- U Hansen, Peter Agnew
Tenafly, N. J.
- U Hansman, John Adams
Rockville Centre, N. Y.
- J Harris, David Howard
Hollywood, Fla.
- S Hartman, Jan Alfred S.
Watertown
- L Hartnett, Charles Frederick, Jr.
Dover, N. H.
- J Hayman, James Henry
Rutherford, N. J.
- J Heard, Drayton Owsley
Sewickley, Pa.
- U Hegeman, William Wilder
Rowayton, Conn.
- S Hein, Orrin Melville Clark
Garden City, N. Y.
- U Henkes, Maarten
Caracas, Venezuela
- S Henry, William Abbott
Hingham
- L Heredia, Jose Enrique
Lima, Peru

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Andover
- U Higgins, Norman Horace
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- S Hildes-Heim, Norman Erik
Fairfield, Conn.
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- J Hines, Ronald
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- S Hinish, James Edwin, Jr.
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- S Hirsh, Philip Reid, Jr.
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Washington, Conn.
- U Holbrook, John Scott, Jr.
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- S Holland, John Timothy
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Detroit, Mich.
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Amherst
- J Hsia, Sven Erik
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- U Huber, Andrew Edward
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- J Hughes, George Hill
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Danvers
- U Hull, Robert Wyatt
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- U Hurlbut, John Bingham, Jr.
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- U Hutchinson, Stanley Boone
Chicago, Ill.
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- J Iglesias, Jose George
Barrandilla, Marianao, Cuba
- U Incropera, Frank Paul
Methuen
- L Irish, Ned
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- S Irish, Robert Bridgman
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- S Irwin, Henry Johnson
Denver, Colo.
- J Israel, Andrew Cremieux
Stamford, Conn.
- U Israel, John Wallace
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- U Ives, John Othniel, Jr.
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- J Jacobi, Robert deGreeff
Mt. Kisco, N. Y.
- S Jaquith, William Boyd
Woburn
- S Janus, Andre Roger Guy
Ipswich
- L Jenkins, William Robert
Bangor, Me.
- J Jennings, Charles Mitchell
Huntington, West Va.
- S Jensen, Philip Kirk
Hanover, N. H.
- L Johnson, Dudley Paul
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- U Johnson, Gaylord, Jr.
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- S Johnston, Richard Walter
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- U Keith, Richard Fellows
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- J Kfoury, James Franklin
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- s Kieffer, William Peter
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Lawrence
- J Killilea, Alfred George
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- s Killilea, Frank Joseph, Jr.
Andover
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- J Kimball, Ralph Abbot, Jr.
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- U King, Alan Shell
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- U King, John Howard
Tuxedo Park, N. Y.
- U Kingwill, Wilbur John, Jr.
Newtonville
- L Kirk, John Marshall
Melrose
- s Kitchel, Douglas Binney, Jr.
Passumpsic, Vt.
- s Klemm, Edward Albert, Jr.
Lynnfield Center
- s Knipe, Peter Rolin
Princeton, N. J.
- L Knowles, James Hughes, Jr.
Pittsburgh, Pa.
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Peoria, Ill.
- U Koehl, Albert Robert
Ardsley-on-Hudson, N. Y.
- J Koehl, Dexter Clark
Ardsley-on-Hudson, N. Y.
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Toledo, O.
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- s Kozol, Robert David
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- s Kraemer, Sven Fritz
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- J Kuk, Toomas Juhan
Deep River, Conn.
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Swampscott
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Falfurrias, Tex.
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Andover
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Gardner
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Malden
- s McLean, Alan Hunter
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- U MacNaughton, Malcolm, Jr.
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- J McNeece, Robert Wilson
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Hamilton
- J Matton, John William
Andover
- L Maxim, Peter Edward
Reading
- J Mayer, Edward Valentine, Jr.
New City, N. Y.
- L Mayer, John Anton, Jr.
Pittsburgh, Pa.
- S Mayer, Timothy Andrew
Dalton, Pa.
- S Maynard, Theodore William
Chatham, N. J.
- L Meehan, Robert Smith
Stamford, Conn.
- S Meistrell, Malcolm Edgar, Jr.
Great Neck, N. Y.
- L Merewether, Francis Charles
Bayside, N. Y.
- J Merewether, James William
Bayside, N. Y.
- U Merrill, Frederick Thayer, Jr.
Paris, France
- J Meyer, Ronald Lewis
Wellesley
- L Middlebrook, Jonathan
New York, N. Y.
- L Milchen, Joseph Arnold
El Paso, Tex.
- U Milde, Karl Friedrich, Jr.
Litchfield, Conn.
- S Miles, William Smith, III
Peoria, Ill.
- J Miller, Christopher Richard
Kenosha, Wis.
- L Minard, Julian Edward
Andover
- L Missud, Jean Walden, III
Chilmark
- L Mochary, Stephen Edwin
New Rochelle, N. Y.
- J Mondale, Jason Edward
Andover
- J Montgomery, John Grey
Junction City, Kans.
- S Moore, Frederick Salling
St. Clair, Mich.
- S Moore, James Otis, III
Albany, N. Y.
- S Moore, Michael Crary
Denver, Colo.
- L Morehouse, John Randall
Brooklyn, N. Y.
- U Morgan, Jeffrey Walter
Cromwell, Conn.
- S Morrison, John Kelly, III
Palo Alto, Calif.
- L Morse, Dexter Paul
Arlington
- L Morse, Frank Peele, III
Swampscott
- S Moses, William Henry, III
Hampton, Va.
- U Motycka, John Newberry
Coventry, Conn.
- L Movius, Geoffrey Hallam
Cambridge
- S Mueller, Foorman Lloyd, Jr.
Hinsdale, Ill.

PHILLIPS ACADEMY

- s Muhs, Frederick Henry
Berkeley, Calif.
- s Mulligan, Timothy Hayden
Dallas, Pa.
- U Munich, Richard Lee
Lexington, Ky.
- L Munn, Norman Henry
Brunswick, Me.
- L Munroe, Peter Lee
New York, N. Y.
- U Munson, William Lusk
Allegany, N. Y.
- L Murphy, John Francis
Wellesley
- U Murray, Jay John
Fair Haven, N. J.
- L Myers, Thomas Englehard, Jr.
Charleston, S. C.
- U Myrvaagnes, Eric Richard
Medford

- s Nahum, Jeremy Philip
New Haven, Conn.
- J Nassau, Robert Hamil
Rutland, Vt.
- s Neal, John Bentley
White River Jct., Vt.
- U Neisner, Lewis James
Rochester, N. Y.
- s Nelson, Hollister
Quogue, N. Y.
- J Neshamkin, Anthony Paul
New York, N. Y.
- U Newell, John Bidwell
Garden City, Kans.
- L Nicholas, Nicholas John, Jr.
Portsmouth, N. H.
- J Nilson, George Albert
Douglaston, N. Y.
- s Nöckel, Detlef
Berlin, Zehlendorf, Germany
- U Nordhaus, Richard Staab
Albuquerque, New Mex.
- L Norlin, Eric Charles
Lexington
- s Nowak, James Boulter
Washington

- J Noyes, James Leonard, Jr.
Madison, Wis.
- L Nurenberg, Robert David
Sao Paulo, Brazil
- J Nuttle, Philip Everngam, Jr.
Easton, Md.

- U Odden, Lance Rue
Princeton, N. J.
- J O'Donoghue, Michael
Bedford, N. Y.
- s Ogden, William Baldwin
Louisville, Ky.
- U Olsson, Philip Craig
Plymouth
- U Orcutt, Timothy Parkhurst
Gloversville, N. Y.
- L O'Reilly, Frank DeSales
Lock Haven, Pa.
- L Orgera, Winthrop Belcher
Sarasota, Fla.
- J Othmer, David Artman
Buenos Aires, Argentina

- U Packard, Thomas Jenkins
Plymouth
- L Page, David Lee
Dhahran, Saudi Arabia
- J Palmer, Robert Bolling
Beaver, Pa.
- s Paresky, David Saul
Bennington, Vt.
- s Parker, Edward Haig, Jr.
Studio City, Calif.
- s Parks, Benjamin Riley
McKeesport, Pa.
- s Parks, Richard William
East Greenbush, N. Y.
- J Passler, David Luther
Wakefield
- J Patterson, William Canning
New York, N. Y.
- s Paulson, Edwin Gustaf
Mexico, D. F. Mexico
- J Payne, Samuel Giles
Bridgeport, Conn.
- s Pellegrino, Joseph Peter
Andover

PHILLIPS ACADEMY

- U Peluso, Vincent Anthony
Asbury Park, N. J.
- U Pendleton, Brian
Montclair, N. J.
- J Pendleton, Lea Bond
Andover
- U Pendleton, Miles Stevens, Jr.
Andover
- U Penny, William Edward
White Plains, N. Y.
- U Pereira, Carlos Martin
Institute, West Va.
- L Perell, Edward Andrew
Stamford, Conn.
- L Perez, Peter Manuel
Elkhart, Ind.
- U Perin, Reuben Lyman, Jr.
Scarsdale, N. Y.
- S Perlberg, Edward Bert
Woodmere, N. Y.
- S Perrin, William Gardner, Jr.
Weston
- S Pertzoff, Alexander Constantin
Lincoln
- S Philbrick, James William, Jr.
Brookline
- S Phillips, John Livingston
Rochester, N. Y.
- U Phillips, Thomas Dubois
South Royalton, Vt.
- U Phillips, Walter Massey, Jr.
Philadelphia, Pa.
- L Pidot, George Bernard, Jr.
Locust Valley, N. Y.
- S Pitts, John Dennis
Red Bank, N. J.
- L Poinier, Jeremiah Carter
Summit, N. J.
- S Polsby, Daniel Holt
Norwich, Conn.
- L Polsby, Richard Hugh
Norwich, Conn.
- J Poole, Thomas Cowen
Tuskegee Institute, Ala.
- L Posner, Robert Allan
New York, N. Y.
- L Porter, Jon Hull
Penfield, N. Y.
- U Potter, Howard Maxwell
Tuxedo Park, N. Y.
- L Prahl, Frederick Adolph, III
Harvard
- U Prentice, Peter Spelman
New York, N. Y.
- S Price, Harry Steele, III
Dayton, O.
- U Putney, Paul William
Rydal, Pa.
- U Rae, Bruce Alan
Wellesley Hills
- S Randolph, John Kemp
Poughkeepsie, N. Y.
- S Ransom, Woodbury Seelye
Daytona Beach, Fla.
- U Rapp, William Venable
New York, N. Y.
- S Rawlings, Charles Frederick
Honolulu, Hawaii
- L Rawls, William Bryant, Jr.
New York, N. Y.
- S Rea, Samuel
Pittsburgh, Pa.
- S Rehrig, James Bradley
Pasadena, Calif.
- L Reid, John Barlow, Jr.
Yonkers, N. Y.
- S Reiff, Jonathan Drake
Canton, N. Y.
- U Reische, Alan Lawrence
Manchester, N. H.
- U Remington, David Fitch
Syracuse, N. Y.
- L Reynolds, Levering, III
Andover
- L Rhinelander, Laurens Hamilton, Jr.
Charlottesville, Va.
- L Rice, Edward Adams
Andover
- U Rice, Seth
Meredith, N. H.
- L Richardson, William Tiffany
Harrison, N. Y.

PHILLIPS ACADEMY

- J Richmond, Robert Rand
Andover
- U Ridgway, Charles Parsons
Short Hills, N. Y.
- L Rieber, Stephen Lockwood
Poundridge, N. Y.
- J Riley, Kevin Edward
Weston
- S Ringland, Joseph Elliott
Irvington-on-Hudson, N. Y.
- L Ripley, Stephen Bradway
Calgary, Alberta, Canada
- U Robb, Peter Berlet
Loudonville, N. Y.
- S Robinson, George Norman
Norwalk, Conn.
- L Rockwell, John Sargent
San Francisco, Calif.
- L Rockwell, Samuel Forbes, III
North Andover
- S Roe, Walter Austin
Blue Point, N. Y.
- U Rogers, John William
Syracuse, N. Y.
- U Romanoff, Rostislav
Lake Bluff, Ill.
- J Rosati, Robert Anthony
New York, N. Y.
- S Rosenkranz, Stephen Michael
West Englewood, N. Y.
- L Rosenthal, Douglas Myron
Fall River
- L Ross, David Harold
Norwich, Conn.
- S Ross, John Robert
Poughkeepsie, N. Y.
- U Ross, Timothy Woods
Hayward, Wis.
- U Rossen, Stephen Michael
London, England
- S Rossman, Richard Van Bergen
Dayton, O.
- L Rotan, Edward McCall
Houston, Tex.
- L Rowland, Daniel Bruce
Washington, D. C.
- S Royall, John Allan
Washington, D. C.
- S Rubin, Daniel Justin
Pensacola, Fla.
- S Ruff, Charles Frederick Carson
New York, N. Y.
- S Russell, James Benjamin
Asbury Park, N. Y.
- L Russell, Kenneth Joseph
Asbury Park, N. Y.
- S Sahler, Frederick Bruce
Basking Ridge, N. Y.
- L Salter, Malcolm Stephan
Swampscott
- L Sanborn, Scott Webster
Andover
- L Sandberg, Stephen Gunn
Wethersfield, Conn.
- J Sanderson, Colin
Marion
- U Saufley, Shelton Marshall, III
Richmond, Ky.
- S Saunders, Alexander, Jr.
Garrison, N. Y.
- S Sawyer, Craig Delany
Nassau, Bahamas, B.W.I.
- L Sawyer, John Franklin
North Tarrytown, N. Y.
- S Scallan, Joe Bolles
Cincinnati, O.
- L Schieren, Carl Victor, Jr.
Pluckemin, N. Y.
- J Schlaifer, Peter Charles
South Lincoln
- S Schmidt, William Carl, III
Falls Church, Va.
- S Schroeder, William Emerson, Jr.
Pittsburgh, Pa.
- S Schulz, Robert Jay, III
New York, N. Y.
- S Schwartzburg, Thomas Curtis, Jr.
Bedford, N. Y.
- S Scott, Fitzhugh, III
Milwaukee, Wis.
- U Scott, Roland Boyd, Jr.
Washington, D. C.
- L Scoville, Anthony Church
McLean, Va.

PHILLIPS ACADEMY

- U Scudder, Theodore Townsend, III
Dover, Del.
- U Seymann, Richard Geoffrey
Brooklyn, N. Y.
- S Shaw, Charles Jeremy Patrick
Bainbridge, Ga.
- J Shaw, Cuyler Eaton
Fairfield, Conn.
- L Sherman, Michael Hugh
West Newton
- L Shinn, James Washburn
Honolulu, Hawaii
- J Shirley, Frederick Randlett
Crestwood, N. Y.
- L Shirley, Richard Sargent
Crestwood, N. Y.
- U Shore, Thomas Spencer, Jr.
Cincinnati, O.
- U Shuman, Alfred James
Chestnut Hill
- S Sigal, Richard Land
West Hartford, Conn.
- U Sikkenga, William Jay
Shelby, Mich.
- L Simon, Edwin Elihu
Lawrence, N. Y.
- S Simon, Ronald
Lawrence, N. Y.
- L Simpson, Leslie Ernest
Newark, O.
- S Simpson, William Henry, Jr.
McDonough, Ga.
- U Sink, Stephen Shope
Indiana, Pa.
- L Sinton, Michael Stanley
San Francisco, Calif.
- S Skillings, Roger Deering, Jr.
Bath, Me.
- S Smith, Bruce Donald, III
Colorado Springs, Colo.
- S Smith, Channing Sylvester, Jr.
Worcester
- L Smith, Dane Farnsworth, Jr.
Albuquerque, New Mex.
- U Smith, Gaylord Edwin
La Porte, Tex.
- J Smith, George Pearson
Arlington, Va.
- U Smith, Henry George, II
Rutland, Vt.
- S Smith, Paul William, Jr.
Andover
- U Smith, Philip Chadwick Foster
Wenham
- S Smith, William Leslie, Jr.
Bloomfield, Conn.
- J Smyth, Whitney Baker
Roslyn Estates, N. Y.
- J Snow, David Gould
Charlotte, N. C.
- S Snyder, Stephen Frederick
New York, N. Y.
- U Snyder, William Arthur
Allentown, Pa.
- J Snyder, William Penn, IV
Sewickley Heights, Pa.
- S Son, Myong Hyun
Seoul, Korea
- U Sonnabend, Samuel David
Salem
- U Sorensen, Fred Cunningham
Fairfield, Conn.
- U Sox, Harold Carleton, Jr.
Atherton, Calif.
- L Spink, Shepard Colegrove
Greenwich, Conn.
- U Sprague, Peter Julian
Williamstown
- S Sprigg, Carroll
Dayton, O.
- L Springer, Hugh Brock
Fairmont, West Va.
- U Spurgeon, Edward Dutcher
Newton, N. J.
- L Stafford, Craig Finley
Lambertville, N. J.
- J Standish, Thomas Anderson, 3rd.
Sewickley, Pa.
- U Staples, Jon Tewksbury
Gardiner, Me.
- L Stare, David Scott
Wellesley
- U Steinkamp, Roderic Gordon
Greens Farms, Conn.
- U Stephenson, Robert McCreary
Ashland, Ky.

PHILLIPS ACADEMY

- U Sterling, William Wallace
Stanford, Calif.
- U Stevens, George Edward
Oyster Bay, N. Y.
- U Stewart, James Cobb
Shaker Heights, O.
- S Stewart, William Crawford, Jr.
Charleston, West Va.
- L Stiles, William Farquhar
Swampscott
- J Stirling, Thomas Luke, Jr.
Andover
- S Stoddard, Brooks Whitney
Williamstown
- S Stoker, Ronald Elmer
Staten Island, N. Y.
- U Stovekan, James Edwin, Jr.
Lago Colony, Aruba, N.W.I.
- L Stripling, William Kingsbery, III
Fort Worth, Tex.
- J Stuart, James McClure
Lake Forest, Ill.
- U Suitt, Samuel Roy, 3d
Charlotte, N. C.
- L Sullivan, Brian Peter
Andover
- L Sullivan, Dermot Oliver
Hanover, N. H.
- J Sullivan, John Augustine
Andover
- U Sullivan, Thomas Henry
Topsfield
- S Sutherland, Alexander Charles
Asuncion, Paraguay
- S Sutton, Edmund Hollis
Rockford, Ill.
- J Swearingen, Ralph Waldo, III
Los Angeles, Calif.
- S Tang, Oscar Liu-Chien
Hong Kong, China
- S Tarlov, Edward Carroll
New York, N. Y.
- L Tashjian, Dickran Levon
Melrose
- S Taylor, James Charles
Toronto, Ontario, Canada
- J Taylor, William Curtis, Jr.
Lake Forest, Ill.
- S Tederstrom, John Patton
Pittsburgh, Pa.
- S Tekelioglu, Miray
Istanbul, Turkey
- U Terry, Thomas Milton
Madrid, Spain
- J Theberge, Paul Joseph
Methuen
- S Thomas, Roger Guy
West Orange, N. J.
- S Timken, William Robert, Jr.
Canton, O.
- L Tippet, Michael Charles
Lima, Peru
- S Todd, Conrad Hatheway
South Lincoln
- U Todd, George Russell
Wellesley Hills
- J Toll, Maynard Joy, Jr.
Los Angeles, Calif.
- S Tomlinson, David Charles
Andover
- J Toole, David Russell
Scarsdale, N. Y.
- S Townsend, John Alden
Oneida, N. Y.
- U Tracy, Daniel Crannell
Marblehead
- L Train, Bruce Gibner
Fort Leavenworth, Kans.
- U Trane, Reuben Nicholas, 2nd
Dalton, Pa.
- L Trickey, Frederick David
East Lansing, Mich.
- U Tripp, Minot Weld, Jr.
Pasadena, Calif.
- U Trivers, Stephen C.
Atlanta, Ga.
- J Troianello, Francis Michael
Lawrence
- S Truog, Stephen Palfrey
Grand Rapids, Mich.
- U Tuttle, Allan Abbot
Nutley, N. J.

PHILLIPS ACADEMY

- U Ullman, Leopold Salomon
Port Washington, N. Y.
- J Upton, Ronald Philip
South Dartmouth
- S Vaclavik, Milan Andrew
St. Albans, N. Y.
- U Valdejuly, Arturo E.
Ponce, Puerto Rico
- U Vallender, Charles Francis, III
Wellesley Hills
- S Van Amerongen, Jan Anthony
Great Neck, N. Y.
- L Van Amerongen, Lewis William
Great Neck, N. Y.
- U Van Ness, Cornelius Peter
Seattle, Wash.
- U Van Schaack, Henry Cruger
Denver, Colo.
- L Wadsworth, Christopher
Winchester
- U Wallace, Daniel A.
San Francisco, Calif.
- U Wallace, Donald B.
San Francisco, Calif.
- S Walling, Lewis Metcalfe, Jr.
Phnom-Penh, Cambodia, Indo China
- S Ward, Charles Eugene Willoughby
Wilmette, Ill.
- U Ward, Peter Hamilton
Ithaca, N. Y.
- U Warner, Berlin Lee
Centerville, Pa.
- U Watters, Robert Alexander, Jr.
Andover
- J Weaver, Allan Cook
Andover
- J Webb, Lee Dunham
Brookline
- U Webster, Daniel, IV
Milwaukee, Wis.
- L Weeden, William Crawford, III
Hingham
- L Weihofen, William Henry
Albuquerque, New Mex.
- U Weisbuch, Thomas Berman
Kings Point, N. Y.
- L Welch, Thomas Dunwoody, Jr.
Marblehead
- J Wellington, Roger Underwood, Jr.
Hartsdale, N. Y.
- L Wells, Peter Hamlin
Mt. Kisco, N. Y.
- L Westerlund, Einar John, Jr.
Cleveland Heights, O.
- U Wexler, Daniel Patrick
New Bedford
- U Wheeler, Manchester Haynes, Jr.
Manchester, Me.
- U Whiskeman, James Peter, III
Baltimore, Md.
- J White, George Edward
Roslyn Estates, N. Y.
- L White, Thayer Dun
Norwell
- L Whitehouse, Walter Jack
Pottsville, Pa.
- U Whitesides, George McClelland
Anchorage, Ky.
- S Whitmore, Robert Stafford
Bath, N. Y.
- U Wierzynski, Gregory Hieronim Jacob
Sag Harbor, N. Y.
- U Willard, John Ormsby
Sewickley, Pa.
- U Willis, Benjamin Grant, Jr.
Falmouth
- S Wilson, William Rosser
Mahwah, N. J.
- L Winebrenner, David Edwin, IV
New Oxford, Pa.
- J Winfield, John Robert
Little Silver, N. J.
- L Wing, John Franklin
Marshfield, Wis.
- S Wingert, Edmund Culbertson
Scarsdale, N. Y.
- S Winslow, John Randolph
Washington, D. C.
- U Wonacott, Paul Newton
Portland, Ore.
- L Woodbury, Mark
Hamden, Conn.

PHILLIPS ACADEMY

- | | | | |
|---|--|---|---|
| s | Woodward, Thomas Bullene
<i>Topeka, Kans.</i> | s | Yocum, Frederick Lurcott
<i>Larchmont, N. Y.</i> |
| L | Woodward, William Philip
<i>Ottawa, Ill.</i> | L | Yu, Yuan-Lung
<i>New York, N. Y.</i> |
| s | Wozmak, James Martin
<i>Jaffrey, N. H.</i> | U | Zecha, Austen Victor Lauw
<i>Djakarta, Java, Indonesia</i> |
| U | Wright, Gilbert Prescott
<i>Wellesley Hills</i> | L | Zeff, Robert Harris
<i>Pittsfield</i> |
| J | Wyckoff, Walter Watson
<i>Rye, N. Y.</i> | J | Zug, Christopher
<i>Sewickley, Pa.</i> |
| U | Yale, David Bushnell
<i>Andover, Conn.</i> | s | Zurn, David Melvin
<i>Erie, Pa.</i> |

PHILLIPS ACADEMY

ALUMNI ORGANIZATION

Andover alumni (numbering over 12,000) are organized in the Andover Alumni Association which has a 30-man executive body, the Alumni Council. The Council organizes and directs several alumni advisory committees. Additionally, each class elects a Secretary to promote the exchange of news and to organize reunions, and an Agent whose primary effort is for the annual alumni fund. This annual giving program has grown rapidly in the past few years, and last year totalled \$116,000.

Alumni have traditionally proven the strongest single support of the school. Practically every landmark on Andover Hill has been given in part or in full by alumni. And many a less tangible project such as educational or athletic policy has been stimulated by alumni interest and advice.

THE ALUMNI COUNCIL

Term Expires June 1956

David A. Dudley, '28
Marblehead, Mass.

George D. Flynn, Jr., '15
Providence, R. I.

Ray A. Graham, Jr., '33
Glen Head, L. I., N. Y.

Richard C. Knight, '24
Boston, Mass.

John C. Mitchell, '34
Denver, Colo.

Frank W. Rounds, Jr., '34
Rockland, Mass.

Thomas Thacher, '34
New York, N. Y.

Wheelock Whitney, Jr., '44
Ponte Vedra Beach, Fla.

Term Expires June 1957

Archie M. Andrews, Jr., '37
Greenwich, Conn.

Joseph C. Fox, '34
New York, N. Y.

Richard Jackson, '29
Boston, Mass.

DeLaney Kiphuth, '37
New Haven, Conn.

A. Murray Preston, '31
Chevy Chase, Md.

William C. Ridgway, Jr., '25
Short Hills, N. J.

Edward A. Robie, '37
New Rochelle, N. Y.

John R. Stevenson, '38
New York, N. Y.

PHILLIPS ACADEMY

Term Expires June 1958

Amory H. Bradford, '30
New York, N. Y.

Keith S. Brown, '31
Tucson, Ariz.

Marshall MacDuffie, '27
Washington, D. C.

Donald H. McLean, Jr., '28
New York, N. Y.

William B. Macomber, Jr., '40
Washington, D. C.

John U. Monroe, '30
Winchester, Mass.

Gregg Neville, '18
New York, N. Y.

John E. Palmer, '25
Portland, Maine

Ex Officio

Lindsay Bradford, '10
New York, N. Y.

Chauncey B. Garver, '04
New York, N. Y.

F. Abbot Goodhue, '02
Hewlett, L. I., N. Y.

Fletcher E. Nyce, '26
Cincinnati, Ohio

H. Carl Sandberg, '26
Wethersfield, Conn.

Frederic A. Stott, '36
Andover, Mass.

ALUMNI REPRESENTATIVES

NEW YORK

AMSTERDAM

Leon H. Young, '20

BUFFALO

E. Barton Chapin, Jr., '36
Harold P. Rich, '25

ITHACA

Andrew Schultz, Jr., '32

NEW YORK CITY

Bromwell Ault, '18
Peter Capra, '22
Broderick Haskell, '18
John M. McGauley, '29

ROCHESTER

John H. Castle, Jr., '34
Samuel P. Connor, Jr., '24
Martin H. Donahoe, Jr., '31

SYRACUSE

Harold Stone, '98
Harry G. Remington, '23
David H. Northrup, '32

PENNSYLVANIA

PHILADELPHIA

Frank L. Luce, Jr., '27
Paul Maloney, '26
Tolbert N. Richardson, Jr., '27

PITTSBURGH

Robert S. Kimball, Jr., '27
Edward O'Neil, II, '27
John Kennedy Beeson, '25

SCRANTON

W. Lawson Chamberlin, '34

PHILLIPS ACADEMY

SOUTH

ATLANTA, GA.

Frank Ford, '32
Robert A. Sears, M.D., '35

CHARLESTON, S. C.

William F. Pabst, '43

CHARLESTON, W. VA.

William A. Pugh, '39

CHARLOTTE, N. C.

Howard Snow, '21

GREENVILLE, MISS.

C. Wesley Kittleman, Jr., '44

GULFPORT, MISS.

William G. Dwyer, '33

LEXINGTON, KY.

Robert Schafer, '29

LITTLE ROCK, ARK.

Mose Smith, Jr., '48

LOUISVILLE, KY.

William H. Abell, '28
Samuel S. Caldwell, Jr., '29

MEMPHIS, TENN.

Henry Loeb, '39

MIAMI, FLA.

Pierre G. Cameron, '21

NEW ORLEANS, LA.

C. Horton Smith, II, '28

RICHMOND, VA.

Randolph C. Harrison, Jr., '41
Thomas Walker, '28

SARASOTA, FLA.

Lawrence K. Jennings, '22

WASHINGTON, D. C.

Philip K. Allen, '29
A. Murray Preston, '31

MIDWEST

CINCINNATI, OHIO

Fletcher E. Nyce, '26

CLEVELAND, OHIO

Edward T. Bartlett, '25
James R. Stewart, '27

CHICAGO, ILL.

William T. Bacon, '02
Gardner Brown, '24
W. Newton Burdick, Jr., '35

DETROIT, MICH.

J. Burgess Book, III, '30
A. C. Ledyard, '20
Russell H. Lucas, '12

DULUTH, MINN.

Robert S. Mars, '15
C. Douglas Walker, '18

INDIANAPOLIS, IND.

Robert B. Failey, Jr., '34
David Moxley, '42

KANSAS CITY, MO.

Louis H. Ehrlich, Jr., '26
Thomas H. Lawrence, Jr., '31
Richard H. Sears, '20

MILWAUKEE, WIS.

James G. Goodwillie, '27
Robert A. Uihlein, Jr., '34

MINNEAPOLIS, MINN.

George C. Crosby, '30

WAYZATA, MINN.

John H. MacMillan, Jr., '12, Wayzata
Wheelock Whitney, '13, Wayzata

PEORIA, ILL.

Charles H. Kellogg, '35

ST. LOUIS, MO.

George B. Atwood, '22
John Shepley, '42
Edward C. Simmons, II, '25

PHILLIPS ACADEMY

SOUTHWEST

TUCSON, ARIZ.

Keith S. Brown, '31
Trevor A. Cushman, Jr., '34

ALBUQUERQUE, N. M.

Gregory H. Illanes, Jr., '38
Robert J. Nordhaus, '27

OKLAHOMA

Reginald D. Barnes, '32, Tulsa
David R. Crawford, '44, Tulsa
John H. Edwards, '22, Oklahoma City
Carl M. Elkan, '35, Bartlesville

DALLAS, TEXAS

William F. Neale, Jr., '44
William M. Reed, 2nd, '41
John R. Sears, '36

FORT WORTH, TEXAS

E. Grew Hardwicke, '34
Edwin S. Ryan, '49
George Thompson, Jr., '09

HOUSTON, TEXAS

Ford Hubbard, '20
William A. Kirkland, '15
Robert U. Parish, '43
Lovett C. Peters, '32

SAN ANTONIO, TEXAS

John M. Bennett, Jr., '27
David M. Keedy, M.D., '28

ROCKY MOUNTAIN REGION

DENVER, COLO.

Richard M. Davis, '29
John F. Malo, '40
John C. Mitchell, '34

COLORADO SPRINGS, COLO.

Clement M. Brown, '10
B. Donald Smith, Jr., '30

FAR WEST

LOS ANGELES AREA

William T. Adams, '28
Frederick S. Bale, '02
H. Burt Reiter, '25
Willis E. Urick, Jr., '34
Edward S. Washburn, '33

SAN FRANCISCO AREA

Sherman Chickering, '29
William H. Keesling, '30
Palmer York, Jr., '34

SACRAMENTO, CALIF.

Donald M. Reynolds, '38

PORTLAND, OREGON

H. James Caulkins, '40
Edmund S. Hayes, '14
Donald J. Sterling, Jr., '32
Ralph C. Angell, '05

SEATTLE, WASHINGTON

Hugh P. Brady, '10
Pendleton Miller, '28
Howard S. Reed, '45
Holt W. Webster, '39

PHILLIPS ACADEMY

INDEX

Administrative Departments and Officers	16
Admission, General Policy	47
Admission Procedure	48
Admission Requirements for Each Class	49
Aims of Phillips Academy	19
Alumni Organization	115
Alumni Representatives	116
Andover Summer Session	41
Application Blank	121
Applying, Procedure in	48
Archaeology Building	75
Art Gallery	73
Athletics and Physical Education	36
Breakage Deposit	44
Buildings and Equipment	72
Calendars	4, 5
Classification	23, 97
Class Officers	23
Classroom Buildings	78
Clothing	54
College Admissions—Class of 1955	42
Commons	80
Constitution of Phillips Academy	20
Counselors	28
Course of Study	23
Courses, Description of	55
Cultural Opportunities	30
Curriculum	23
Daily Schedule	38
Diploma Requirements	24
Discipline	39
Dormitories	76
Emeriti	9
Entrance, Requirements for	47, 49
Entrance Examinations, Charges and Schedule	52, 53
Entrance Examinations, Preparation for	53
Expenses	43, 45
"Extras"	45

PHILLIPS ACADEMY

Faculty	9
Financial Aid for Students	46
Founders of Phillips Academy	6, 20
Four-Year Program	25
Furniture (Room Equipment)	54
General Information	28
Grades and Reports	39
Grounds	72
Headmasters	6
Health Supervision	37
Historical Sketch	20
Library	74
Medical Insurance	44
Payments	43
Physical Education	36
Plan of Residence and Eating	28
Prizes	82
Procedure in Applying	48
Purpose of Phillips Academy	19
Regulations, General	39
Religion, School policy on	29
Reports	39
Representation, Geographical	97
Residence, Plan of	28
Room Equipment	54
Scholarship Aid	46
Scholarship Funds	90, 93
Smoking Privileges	40
Special Buildings	73
Special Departments	16
Spending Money	45
Student Activities	31
Student Aid	46
Students, Names of—1955-56	97
Study Hours	38
Summer Session	41
Trustees	7, 8
Tuition Charges	43
Weekend Excuses	40
Work Program	39

Preliminary Application for Phillips Academy, Andover, Mass.

1. Time of proposed entrance: September, 19.....
2. Class applied for: JUNIOR LOWER MIDDLE UPPER MIDDLE SENIOR
(circle one) (9th Grade) (10th Grade) (11th Grade) (12th Grade)
3. Boy's name in full.....
First Middle Last
4. Date of birth.....
5. Name of parent or guardian.....
6. Permanent address.....
7. Preferred mailing address.....
8. Name and address of school in which boy will be during the year just prior to his proposed admission to Andover (if definitely known).
.....
.....

Please answer the following question on the reverse side:

9. Names of relatives now or previously at the Academy (if any).....

For further information, please consult the Catalogue under "Procedure in Applying."

Signed..... (Parent or Guardian)

Date.....







1957
CATALOGUE OF
PHILLIPS ACADEMY

Andover, Massachusetts

179th



Year

1957

CATALOGUE OF
PHILLIPS ACADEMY

Andover, Massachusetts

ONE HUNDRED AND SEVENTY-NINTH YEAR



Published by Phillips Academy, Andover, Massachusetts

PHILLIPS ACADEMY

TABLE OF CONTENTS

CALENDARS.....	4, 5
FOUNDERS AND HEADMASTERS.....	6
TRUSTEES.....	7, 8
FACULTY.....	9
ADMINISTRATIVE DEPARTMENTS AND OFFICERS.....	17
PURPOSE OF PHILLIPS ACADEMY.....	20
HISTORICAL SKETCH.....	21
COURSE OF STUDY.....	24
Diploma Requirements.....	25
The Normal Four-Year Program.....	26
GENERAL INFORMATION.....	29
Plan of Residence and Eating.....	29
Faculty Counsellors.....	29
Religion.....	30
Cultural Opportunities.....	31
Student Activities.....	32
Athletics and Physical Education.....	36
Health Supervision.....	38
Daily Schedule.....	39
Work Program.....	39
Grades and Reports.....	40
Discipline.....	40
Out-of-Town Excuses.....	41
Summer Session.....	41
College Admissions — Class of 1956.....	43
Financial.....	44
Tuition Charges.....	44
Breakage Deposit.....	45
Medical Insurance.....	45

PHILLIPS ACADEMY

Financial (<i>continued</i>)	
"Extras"	46
Spending Money	47
Scholarship Aid	47
ADMISSIONS	49
General Policy	49
Procedure in Applying	50
Admission Tests	51
Placement Examinations	52
Entrance Examinations, Preparation for	53
Requirements for Each Class	54
Room Equipment and Clothing	56
DESCRIPTION OF COURSES	58
BUILDINGS AND EQUIPMENT	75
Grounds	75
Special Buildings	76
Dormitories	79
Classroom Buildings	81
Other Buildings	82
PRIZES	85
SCHOLARSHIPS	94
General Scholarship Funds	94
Special Scholarship Funds	97
Annual Gift Scholarships	100
STUDENTS 1956-57	102
Geographical Representation	102
Classification	102
Names	102
ALUMNI ORGANIZATION	119
ALUMNI REPRESENTATIVES	121
INDEX	127
APPLICATION BLANK	129

1957

JANUARY

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CALENDAR

SCHOOL YEAR 1956-1957

Fall term begins.....Monday, September 17, 1956
Rooms ready for occupancy.....8:00 A.M., Monday, September 17
Fall term ends.....Wednesday, December 19

CHRISTMAS RECESS—18 days

Winter term begins.....8:15 P.M., Sunday, January 6, 1957
School entrance examinations.....Saturday, February 25
Winter term ends.....Friday, March 15
College Board examinations for
Seniors.....Saturday, March 16

SPRING RECESS—19 days

Spring term begins.....8:15 P.M., Wednesday, April 3
Placement examinations for successful
candidates for admission.....Friday and Saturday, May 18 and 19
Recitations close.....Thursday, June 6
Commencement.....Sunday, June 9
Spring term ends.....Sunday, June 9

SUMMER SESSION 1957

Summer session begins.....Tuesday, June 25
Summer session ends.....Wednesday, August 21

SCHOOL YEAR 1957-1958

Fall term begins.....Monday, September 16, 1957
Rooms ready for occupancy.....8:00 A.M., Monday, September 16
Fall term ends.....Wednesday, December 18

CHRISTMAS RECESS—18 days

Winter term begins.....8:15 P.M., Sunday, January 5, 1958
Winter term ends.....Friday, March 14

SPRING RECESS—19 days

Spring term begins.....8:15 P.M., Wednesday, April 2
Recitations close.....Thursday, June 5
Commencement.....Sunday, June 8
Spring term ends.....Sunday, June 8

SUMMER SESSION 1958

Summer session begins.....Tuesday, June 24
Summer session ends.....Wednesday, August 20

PHILLIPS ACADEMY

PHILLIPS ACADEMY

Founded in 1778 by

Samuel Phillips

John Phillips, LL.D.

Samuel Phillips, Jr.

CONSTITUTION AND DEED OF TRUST SIGNED

April 21, 1778

SCHOOL OPENED

April 30, 1778

ACT OF INCORPORATION

October 4, 1780

HEADMASTERS

ELIPHALET PEARSON, LL.D.

1778—1786

EBENEZER PEMBERTON, LL.D.

1786—1793

MARK NEWMAN, A.M.

1794—1809

JOHN ADAMS, LL.D.

1810—1833

OSGOOD JOHNSON, A.M.

1833—1837

SAMUEL H. TAYLOR, LL.D.

1837—1871

FREDERIC W. TILTON, A.M.

1871—1873

CECIL F. P. BANCROFT, PH.D., L.H.D., LL.D.

1873—1901

ALFRED E. STEARNS, LITT.D., L.H.D., LL.D.

1903—1933

CLAUDE M. FUESS, PH.D., LITT.D., L.H.D., LL.D.

1933—1948

JOHN M. KEMPER, A.M., L.H.D., LITT.D.

1948—

PHILLIPS ACADEMY

TRUSTEES

PRESIDENT

HENRY WISE HOBSON '10, D.D. CINCINNATI, OHIO
Elected 1937, President since 1947

CLERK

JOHN MASON KEMPER, L.H.D., Litt.D. ANDOVER
Elected 1948

TREASURER

ABBOT STEVENS '07, A.B. NORTH ANDOVER
Elected 1935, Treasurer since 1949

PHILIP LORING REED '02 DEDHAM
Elected 1933

FRANCIS ABBOT GOODHUE '02, A.B. HEWLETT, L. I., N. Y.
Elected 1935

JAMES PHINNEY BAXTER, III '10, PH.D., LITT.D., L.H.D.,
D.Sc., LL.D. WILLIAMSTOWN
Elected 1942

CHAUNCEY BREWSTER GARVER '04, A.B. NEW YORK, N. Y.
Elected 1947

JOHN PETERS STEVENS, JR. '15, A.B. PLAINFIELD, N. J.
Elected 1948

CHARLES STAFFORD GAGE '21, A.M. NEW YORK, N. Y.
Elected 1952

PHILLIPS ACADEMY

- ROBERT MERRIMAN KIMBALL '29, S.B. WABAN
Elected 1952
- BROMWELL AULT '18, S.B. NEW YORK, N. Y.
Elected 1953
- SUMNER SMITH '08, A.B. LINCOLN
Elected 1956

ALUMNI TRUSTEES

- FREDERICK GOODRICH CRANE '15, A.B. DALTON
Elected 1954 for three years
- FLETCHER ELLIS NYCE '26, A.B. CINCINNATI, OHIO
Elected 1955 for three years
- PETER CAPRA '22, PH.B. NEW YORK, N. Y.
Elected 1956 for three years
- EDWARD ADAMS ROBIE '37, A.B. NEW ROCHELLE, N. Y.
Ex-Officio for one year as President
of the Alumni Association

RECORDING SECRETARY

- M. LAWRENCE SHIELDS, A.B. MARBLEHEAD
Appointed 1954

PHILLIPS ACADEMY

FACULTY

JOHN MASON KEMPER, L.H.D., Litt.D. <i>Headmaster</i>	Elected 1948
CLAUDE MOORE FUESS, Ph.D., Litt.D., L.H.D., LL.D. <i>Headmaster, Emeritus 1908-1948</i>	Chestnut Hill
FREDERICK EDWIN NEWTON, Ph.B. <i>Instructor in Mathematics, Emeritus</i>	West Hartford, Conn. 1895-1939
FRANK O'BRIEN, A.B. <i>Instructor in English, Emeritus</i>	Andover 1910-1942
GEORGE FRANKLIN FRENCH, A.M. <i>Instructor in French, Emeritus</i>	Andover 1907-1944
LESTER EDWARD LYNDE, A.M. <i>Dean, Emeritus</i>	Andover 1901-1944
CARL FRIEDRICH PFATTEICHER, Ph.D., Th.D. <i>Instructor in Music and Philosophy, Emeritus</i>	Philadelphia, Pa. 1912-1947
FREDERICK MAY BOYCE, A.M. <i>Instructor in Physics, Emeritus</i>	Barrington, R. I. 1909-1948
OSWALD TOWER, A.B. <i>Dean and Instructor in Mathematics, Emeritus</i>	Andover 1910-1949
RAY ARTHUR SHEPARD, S.B. <i>Director of Physical Education, Emeritus</i>	Gardiner, Maine 1919-1949
ALICE THACHER WHITNEY <i>Recorder, Emerita</i>	Andover 1902-1950
LESTER CHARLES NEWTON, A.M. <i>Instructor in French and German, Emeritus</i>	Andover 1918-1952
HENRY PRESTON KELLEY, A.M. <i>Instructor in Spanish, Emeritus</i>	Pepperell 1918-28, 1935-1952
LIONEL DENIS PETERKIN, A.M. <i>Instructor in Latin, Emeritus</i>	Hancock, N. H. 1932-1954

PHILLIPS ACADEMY

MONTVILLE ELLSWORTH PECK <i>Instructor in Physical Education, Emeritus</i>	North Bridgton, Me. 1916-1955
GUY JOHNSON FORBUSH, A.B. <i>Instructor in French, Emeritus</i>	Andover 1917-1920, 1924-1955
SCOTT HURTT PARADISE, A.M. <i>Instructor in English, Emeritus</i>	Andover 1924-1925, 1926-1956
<hr/>	
FRANK MAY BENTON, A.B. <i>Instructor in Latin on the Elizabeth Milbank Anderson Foundation</i>	Appointed 1918
WINFIELD MICHAEL SIDES, S.B. <i>Instructor in Mathematics on the Martha Cochran Foundation</i>	Appointed 1919
ROSCOE EDWIN DAKE, S.B. <i>Instructor in Chemistry on the Alfred Ernest Stearns Foundation</i>	Appointed 1921
JOHN SEDGWICK BARSS, A.M. <i>Instructor in Physics on the Ammi Wright Lancashire Foundation</i>	Appointed 1923
M. LAWRENCE SHIELDS, A.B. <i>Secretary of the Academy</i>	Appointed 1923
ALAN ROGERS BLACKMER, L.H.D. <i>Director of Studies</i>	Appointed 1925
KENNETH SMITH MINARD, A.M. <i>Instructor in History</i>	Appointed 1928
*GEORGE KNIGHT SANBORN, S.B. <i>Instructor in Biology</i>	Appointed 1928
EMORY SHELBY BASFORD, A.B. <i>Instructor in English on the Alfred Lawrence Ripley Foundation</i>	Appointed 1929
*ALFRED GRAHAM BALDWIN, D.D. <i>Instructor in Religion School Minister</i>	Appointed 1930
ROBERT EDWARD MAYNARD, S.B. <i>Instructor in Mathematics</i>	Appointed 1931

*On leave of absence.

PHILLIPS ACADEMY

LEONARD FRANK JAMES, A.M. <i>Instructor in History on the Cecil F. P. Bancroft Foundation</i>	Appointed 1932
GEORGE GRENVILLE BENEDICT, A.M. 1930-32, re-appointed 1933 <i>Dean of Students</i>	
DOUGLAS SWAIN BYERS, A.M. <i>Instructor in Anthropology</i>	Appointed 1933
*ARTHUR BURR DARLING, Ph.D. <i>Instructor in History</i>	1917-18, re-appointed 1933
BARTLETT HARDING HAYES, JR., A.B. <i>Instructor in Art</i>	Appointed 1933
ROGER WOLCOTT HIGGINS, A.M. <i>Instructor in English</i>	Appointed 1933
*JAMES RUTHVEN ADRIANCE, A.B. <i>Executive Director, Alumni Fund</i> <i>Chairman, Enrollment and Scholarship Committee</i>	Appointed 1934
*ALSTON HURD CHASE, Ph.D. <i>Instructor in Greek and Latin on the Samuel Harvey Taylor Foundation</i>	Appointed 1934
†NORWOOD PENROSE HALLOWELL, JR., A.B. <i>Instructor in English</i>	Appointed 1934
FRANK FREDERICK DiCLEMENTE, S.B. <i>Instructor in Physical Education</i>	Appointed 1935
JAMES HOOPER GREW, D. è L. <i>Instructor in French</i>	Appointed 1935
FREDERICK SCOULLER ALLIS, JR., A.M. <i>Instructor in History</i>	Appointed 1936
CHESTER ARCHIBALD COCHRAN, A.M. <i>Instructor in French</i>	Appointed 1936
FREDERICK JOHNSON, S.B. <i>Instructor in Archaeology</i>	Appointed 1936
STEPHEN STANLEY SOROTA, S.B. <i>Instructor in Physical Education</i> <i>Director of the Summer Session</i>	Appointed 1936

*On leave of absence.

†On leave of absence during the Fall Term.

PHILLIPS ACADEMY

STEPHEN WHITNEY, A.M. <i>Instructor in French</i>	Appointed 1936
FLOYD THURSTON HUMPHRIES, A.B. <i>Instructor in French on the Jonathan French Foundation</i>	Appointed 1937
HART DAY LEAVITT, A.B. <i>Instructor in English and Music</i>	Appointed 1937
MILES STURDIVANT MALONE, Ph.D. <i>Instructor in History</i>	Appointed 1937
WILLIAM HAYES BROWN, A.M. <i>Instructor in English</i>	Appointed 1938
RICHARD SAWYER PIETERS, A.M. <i>Instructor in Mathematics</i>	Appointed 1938
ROBERT WHITTEMORE SIDES, A.B. <i>Instructor in Mathematics</i> <i>Director of Admissions</i>	Appointed 1938
†JOHN BROMHAM HAWES, Ed.M. <i>Instructor in English</i>	1933-1936, re-appointed 1939
JOHN KINGSBURY COLBY, A.M. <i>Instructor in Latin</i>	Appointed 1940
HARPER FOLLANSBEE, Ed.M. <i>Instructor in Biology</i>	Appointed 1940
PATRICK MORGAN, A.B. <i>Instructor in Art</i>	Appointed 1940
WALTER GIERASCH, A.B. <i>Instructor in English</i>	Appointed 1941
DUDLEY FITTS, A.B. <i>Instructor in English on the Emilie Belden Cochran Foundation</i>	Appointed 1941
FRANCIS BERTRAND MCCARTHY, A.B. <i>Instructor in English and Philosophy</i>	Appointed 1941
DOUGLAS MANSOR DUNBAR, A.B. <i>Instructor in Mathematics and Bible</i>	Appointed 1942

†On leave of absence during the Spring Term.

PHILLIPS ACADEMY

EVAN ALBERT NASON, A.B. <i>Instructor in Mathematics</i>	Appointed 1942
ROBERT BATES TAYLOR, A.M. <i>Instructor in Spanish</i>	Appointed 1943
ELBERT COOK WEAVER, A.M. <i>Instructor in Chemistry on the George Peabody Foundation</i>	Appointed 1943
CORNELIUS GORDON SCHUYLER BANTA, S.B. <i>Instructor in Mathematics</i>	Appointed 1944
JOSEPH RITTENHOUSE WEIR DODGE, A.M. <i>Instructor in English</i>	Appointed 1944
ALEXANDER DUNNETT GIBSON, A.M. <i>Instructor in French</i> <i>Director of the Bureau of Self-Help</i>	Appointed 1944
JOHN SHAPLEIGH MOSES, B.D. <i>Instructor in Bible</i>	Appointed 1945
FREDERICK ALMOND PETERSON, A.M. <i>Instructor in English</i> <i>Admissions Officer</i>	Appointed 1946
ALLAN GEORGE GILLINGHAM, Ph.D. <i>Instructor in Latin, Greek, and German on the John Charles Phillips Foundation</i>	Appointed 1947
PETER QUACKENBUSH MCKEE, Ed.M. <i>Instructor in Physics</i>	Appointed 1947
DONALD EMERY MERRIAM, A.M. <i>Instructor in Spanish and French</i>	Appointed 1947
VALLEAU WILKIE, JR., A.B. <i>Instructor in History</i>	Appointed 1948
GORDON GILMORE BENSLEY, A.B. <i>Instructor in Art</i>	Appointed 1949
JOHN RICHARD LUX, S.B. <i>Instructor in Mathematics</i>	Appointed 1949
WILLIAM LOUIS SCHNEIDER, Mus. Ed. B. <i>Instructor in Music</i>	Appointed 1949

PHILLIPS ACADEMY

WILLIAM RUSSELL BENNETT, JR., A.B. <i>Assistant Dean of Students</i>	Appointed 1950
WILLIAM JOHN BUEHNER, A.M. <i>Instructor in Latin</i>	Appointed 1950
SIMEON HYDE, JR., A.M. <i>Instructor in English</i>	Appointed 1950
REAGH CLINTON WETMORE, M.P.E. <i>Instructor in Anatomy, Chemistry, and Physical Education</i>	Appointed 1950
*WALTER F. W. LOHNES, A.M. <i>Instructor in German</i>	Appointed 1951
HENRY WARING SCHERESCHEWSKY, A.B. <i>Comptroller</i>	Appointed 1951
FREDERIC ANNESS STOTT, A.B. <i>Alumni Secretary</i> <i>Director of Public Relations</i>	Appointed 1951
PHILIP BROWNLIE WELD, B.E. <i>Instructor in Physics and Chemistry</i>	Appointed 1951
WILLIAM FRANKLIN GRAHAM, S.B. <i>Instructor in Mathematics</i> <i>Excusing Officer</i>	Appointed 1952
FRED HAROLD HARRISON, A.M. <i>Instructor in English and Physical Education</i>	Appointed 1952
JOHN CLAIBOURNE McCLEMENT, Ed.M. <i>Instructor in Mathematics</i>	Appointed 1952
JOSHUA LEWIS MINER, III, A.B. <i>Instructor in Physics, Science, and Physical Education</i>	Appointed 1952
*SAMUEL VAN KUREN WILLSON, A.B. <i>Instructor in English</i>	Appointed 1952
JAMES HAROLD COUCH, A.M. <i>Instructor in Spanish</i>	Appointed 1953
SHERMAN FREDERICK DRAKE, S.B. <i>Instructor in Mathematics</i>	Appointed 1953

*On leave of absence.

PHILLIPS ACADEMY

WALTER GEORGE GREENALL, JR., A.B. <i>Bursar</i>	Appointed 1953
EDMOND EMERSON HAMMOND, JR., S.M. <i>Instructor in Mathematics and Physics</i>	Appointed 1953
LOUIS JOHN HOITSMA, JR., Ed.M. <i>Instructor in Mathematics</i>	Appointed 1953
ROBERT PENNIMAN HULBURD, A.M. <i>Instructor in German</i>	Appointed 1953
DALTON HUNTER MCBEE, A.B. <i>Instructor in English</i>	Appointed 1953
DONALD MILLER CLARK, M.D. <i>Medical Director</i>	Appointed 1954
WILLIAM LAURENCE MARKEY, A.M. <i>Instructor in French</i>	Appointed 1954
HARFORD WILLING HARE POWEL, JR., A.M. <i>Instructor in English</i>	Appointed 1954
ALBERT KARL ROEHRIG, A.B. <i>Instructor in English</i>	Appointed 1954
DAVID EDWARD THOMAS, A.M. <i>Instructor in Latin</i>	Appointed 1954
ROBERT EDWIN LANE, A.M. <i>Instructor in Latin and Russian</i>	Appointed 1955
THOMAS MICHAEL MIKULA, A.M. <i>Instructor in Mathematics</i>	Appointed 1955
HAROLD HOLMES OWEN, JR., A.M. <i>Instructor in English</i>	Appointed 1955
THOMAS JOSEPH REGAN, A.B. <i>Instructor in English</i>	Appointed 1955
RALPH H. R. L. SYMONDS, A.M. <i>Instructor in French</i>	Appointed 1955
WILLIAM BIGGS CLIFT, JR., B.S.M. <i>Instructor in Music</i>	Appointed 1956

PHILLIPS ACADEMY

WILLIAM SLOANE COFFIN, JR., B.D. <i>Instructor in Religion</i> <i>Acting School Minister</i>	Appointed 1956
FRANK McCORD ECCLES, S.B. <i>Instructor in Mathematics</i>	Appointed 1956
BRENDAN JOHN FARRINGTON <i>Assistant Alumni Secretary</i>	Appointed 1956
WULF GRIESSBACH, Ph.D. <i>Instructor in German</i>	Appointed 1956
JOHN WARD KIMBALL, A.B. <i>Instructor in Biology</i>	Appointed 1956
KARL CADEM LEMP, A.B. <i>Instructor in Greek and Latin</i>	Appointed 1956
DAVID MELVILLE PYNCHON, A.B. <i>Instructor in English</i>	Appointed 1956
HARRISON SCHUYLER ROYCE, JR., M.I.A. <i>Instructor in History</i>	Appointed 1956
CHARLES FREDERICK DEY, A.B. <i>Teaching Fellow in History</i>	Appointed 1956
EDGAR ALLEN DUNHAM, 3RD, A.B. <i>Teaching Fellow in English</i>	Appointed 1956
THOMAS LEROY HANKINS, S.B. <i>Teaching Fellow in Physics</i>	Appointed 1956
NATHANIEL REED, A.B. <i>Teaching Fellow in History</i>	Appointed 1956

ADMINISTRATIVE DEPARTMENTS

Correspondence with administrative officers should be addressed to them at George Washington Hall. Office hours: week days, 9:00 a.m. to 12:00 and (except Saturday) 2:00 p.m. to 5:00 p.m. Appointments should be made in advance if possible. For information, call or see Miss Meredith Thiras, Receptionist (telephone Andover 720), during office hours.

HEADMASTER'S OFFICE

JOHN MASON KEMPER, L.H.D., Litt.D., *Headmaster*
MRS. AMY R. ROBINSON, *Secretary to the Headmaster*

ADMISSIONS OFFICE

ROBERT WHITTEMORE SIDES, A.B., *Director of Admissions*
FREDERICK ALMOND PETERSON, A.M., *Admissions Officer*

SUMMER SESSION OFFICE

STEPHEN STANLEY SOROTA, S.B., *Director of the Summer Session*

OFFICE OF THE DEAN OF THE FACULTY

ALAN ROGERS BLACKMER, L.H.D., *Dean of the Faculty*

OFFICE OF THE DEAN OF STUDENTS

GEORGE GRENVILLE BENEDICT, A.M., *Dean of Students*
WILLIAM RUSSELL BENNETT, JR., A.B., *Assistant Dean of Students*
WILLIAM FRANKLIN GRAHAM, S.B., *Excusing Officer*
RUTH M. WHITEHILL, *Secretary*
CLAIRE M. KENNEDY, *Secretary*

BUREAU OF SELF-HELP

ALEXANDER DUNNETT GIBSON, A.M., *Director of the Bureau of Self-Help*

TREASURER'S OFFICE

HENRY WARING SCHERESCHEWSKY, A.B., *Comptroller*
WALTER GEORGE GREENALL, JR., A.B., *Bursar*
MARION E. HILL, *Office Manager and Purchasing Agent*
MRS. ANN L. HYDE, *Executive Secretary*
EVELYN H. GORDON, *Director of Student Accounts*

PHILLIPS ACADEMY

OFFICE OF THE SECRETARY OF THE ACADEMY

M. LAWRENCE SHIELDS, A.B., *Secretary of the Academy*
MRS. RUTH A. WHITE, *Secretary*

ALUMNI AND PUBLIC RELATIONS OFFICE

JAMES RUTHVEN ADRIANCE, A.B., *Executive Director, Alumni Fund and Chairman, Enrollment and Scholarship Committee* (On leave of absence 1956-1957)
FREDERIC ANNESS STOTT, A.B., *Alumni Secretary and Director of Public Relations*
BRENDAN JOHN FARRINGTON, *Assistant Alumni Secretary*

DEPARTMENT OF HEALTH

DONALD MILLER CLARK, M.D., *Medical Director*
LAWRENCE CLIFFORD PERRY, M.D., *Associate School Physician*
NICHOLAS RIZZO, M.D., *Consulting Psychiatrist*
ALBERT KARL ROEHRIG, A.B., *Psychologist*
MRS. VERA B. WESTOVER, *Executive Secretary*
EILEEN A. HALL, *Medical Secretary*

Local Consultants

GEORGE WEST, M.D., *Radiologist*
ROBERT J. JOPLIN, M.D., *Orthopedist*
JOHN JOSEPH LORENTZ, M.D., *Physical Medicine and Rehabilitation*
JOHN PAUL HOLIHAN, M.D., *Anesthesiologist*
DOUGLAS MALCOLM DUNBAR, D.D.S., *Senior Dentist*
HERMAN DEWILDE, M.D., D.M.D., *Associate Dentist*
C. PAUL BONIN, D.M.D., *Orthodontist*

OLIVER WENDELL HOLMES LIBRARY

ELIZABETH EADES, A.B., S.B., *Librarian*
MRS. DOROTHY B. BLOOM, S.B., *Cataloguer*
BARBARA McDONNELL, A.B., S.B., *Reference Librarian*
MRS. FRANCES C. DOWD, A.B., M.S., *Assistant Cataloguer*

ADDISON GALLERY OF AMERICAN ART

BARTLETT H. HAYES, JR., *Director*
ANTOINETTE THIRAS, *Secretary and Registrar*

ROBERT S. PEABODY FOUNDATION FOR ARCHAEOLOGY

DOUGLAS S. BYERS, A.M., *Director*
FREDERICK JOHNSON, S.B., *Curator*
THEODORE L. STODDARD, A.B., *Research Fellow*
ALFRED V. KIDDER, Ph.D., *Research Associate in Southwestern Archaeology*

PHILLIPS ACADEMY

DEPARTMENT OF PHYSICAL EDUCATION AND ATHLETICS

FRED HAROLD HARRISON, A.M., *Director of Physical Education and Athletics*
FRANK FREDERIC DiCLEMENTE, S.B., *Instructor in Physical Education*
JOSHUA LEWIS MINER, III, A.B., *Instructor in Physical Education*
STEPHEN STANLEY SOROTA, S.B., *Instructor in Physical Education*
REAGH CLINTON WETMORE, M.P.E., *Instructor in Physical Education*
JOHN FRANK BRONK, *Assistant in the Department of Athletics and Trainer*

DEPARTMENT OF MUSIC

WILLIAM LOUIS SCHNEIDER, Mus.Ed.B., *Chairman and Instructor in Stringed Instruments*
MRS. LORENE BANTA, Ph.D., *Instructor in Organ*
ALBION METCALF, *Instructor in Piano and Organ*
WILLIAM CLIFT, Mus.B., *Instructor in Brass Instruments*
HART DAY LEAVITT, A.B., *Instructor in Woodwind Instruments*
LOUIS G. DAVIS, M.Mus., *Instructor in Voice*
FELIX VISCUGLIA, *Instructor in Woodwind Instruments*
PETER STOLARCHYK, *Instructor in Cello*
ROLAND MOORE, *Instructor in Guitar and String Bass*

DEPARTMENT OF LANGUAGE TRAINING

MRS. LUCIA DODGE, A.B., *Associate in Language Training*
MRS. MARY I. BORDEN, *Assistant in Language Training*
MRS. RETA V. BUCHAN, *Assistant in Language Training*
MRS. CHARLOTTE WILSON, *Assistant in Language Training*

MONCRIEFF COCHRAN SANCTUARY

GEORGE KNIGHT SANBORN, S.B., *Warden*

CHAIRMEN OF ACADEMIC DEPARTMENTS

ARCHAEOLOGY	DOUGLAS SWAIN BYERS, A.M.
ART	BARTLETT HARDING HAYES, JR., A.B.
ATHLETICS	FRED HAROLD HARRISON, A.M.
BIOLOGY	HARPER FOLLANSBEE, Ed.M.
CHEMISTRY	ROSCOE EDWIN DAKE, S.B.
CLASSICS	ALSTON HURD CHASE, Ph.D.
ENGLISH	EMORY SHELBY BASFORD, A.B.
FRENCH	JAMES HOOPER GREW, D. è L.
GERMAN	WALTER F. W. LOHNES, A.M.
HISTORY	LEONARD FRANK JAMES, A.M.
MATHEMATICS	WINFIELD MICHAEL SIDES, S.B.
MUSIC	WILLIAM LOUIS SCHNEIDER, Mus. Ed. B.
PHYSICS	JOHN SEDGWICK BARSS, A.M.
RELIGION	ALFRED GRAHAM BALDWIN, D.D.
SPANISH	ROBERT BATES TAYLOR, A.M.

PURPOSE OF PHILLIPS ACADEMY

The purpose of Phillips Academy is to teach "the great end and real business of living," according to its Constitution signed in 1778. Adapted to conditions of modern life, the aim of the Academy remains essentially the same: to intensify and broaden the capacities of its students that they may go out into a larger world with trained minds and bodies, adequate cultural resources, high personal ideals, and a sense of responsibility to society.

Phillips Academy is dedicated to sound scholarship. It endeavors first of all to stimulate in its students a worthwhile curiosity about things of the mind, to induce in them a desire to educate themselves. It fosters the development of discriminating judgment and independence of thought. And through varied work in literature, music, and the arts, creative as well as appreciative, Andover tries to cultivate the imaginations and emotions of its boys.

By long tradition Andover believes in a type of education which makes boys resourceful, self-reliant, and independent. And Andover believes equally in the value of student representation from all parts of the country and the world and from all walks of life. To these boys it offers in ample degree a necessary intellectual and moral discipline, while motivated in its aims by a faith that friendly encouragement and sympathy are the best incentives to solid accomplishment.

From its inception Andover has had as a primary aim the development of character. It promotes the ideals of personal integrity and unselfish service which give point and direction to its whole educational policy. Its religious life is a vital force in the school community.

Phillips Academy is a liberal, modern school with an ancient tradition. It values the benefits passed on to it by many generations. It has contributed to the development of thousands of men directly, and indirectly to the numberless facets of our national life. Thankful for its history, Andover focuses on the present and on the future. Training American boys for service and leadership requires a flexible spirit which will test and try the new while treasuring the riches passed on from the past.

HISTORICAL SKETCH

PHILLIPS ACADEMY is situated at Andover, in the County of Essex, Massachusetts. The Constitution and original deed of gift of the Academy was signed April 21, 1778, by Esquire Samuel Phillips, of the north parish of Andover, and his brother, John Phillips, LL.D., of Exeter, New Hampshire, in the presence, and largely at the instance, of Samuel Phillips, Jr. (then but twenty-six years old), afterward judge of the Court of Common Pleas for Essex County, president of the Massachusetts Senate, and lieutenant governor of the Commonwealth. By this act the Trustees of Phillips Academy became owners of the land in the south parish of Andover on which the chief buildings of the school now stand, together with other endowment comprising further lands in Andover, two hundred acres in Jaffrey, New Hampshire, and the sum of one thousand six hundred and fourteen pounds. Two years later, on October 4, 1780, the school was incorporated by the Act of Incorporation passed by the General Court of Massachusetts, signed by John Hancock.

The Constitution, which sets forth in detail the plan for the School and the obligations of the Trustees and Master, was written by Samuel Phillips, Jr., with the advice and aid of his friend, Eliphalet Pearson, who became first Master. The following passages are characteristic:

A serious consideration of the premises, and an observation of the growing neglect of *youth*, have excited in us a painful anxiety for the event, and determined us to make, in the following Conveyance, a humble dedication to our Heavenly Benefactor of the ability, wherewith he hath blessed us, to lay the foundation of a public free School or Academy for the purpose of instructing Youth, not only in English and Latin Grammar, Writing, Arithmetic, and those Sciences, wherein they are commonly taught, but more especially to learn them the *great end and real business of living*.

The Master is to give special attention to the health of the scholars, and ever to urge the importance of a habit of industry.

But above all, it is expected that the Master's attention to the disposition of the *minds* and *morals* of the youth under his charge will exceed every other care;

PHILLIPS ACADEMY

well considering that, though goodness without knowledge (as it respects others), is weak and feeble, yet knowledge without goodness is dangerous, and that both united form the noblest character, and lay the surest foundation of usefulness to mankind.

This Seminary shall be ever equally open to youth of requisite qualifications from every quarter.

And, in order to prevent the smallest perversion of the true intent of this Foundation, it is again declared, that the *first* and principal object of this Institution is the promotion of true Piety and Virtue; the *second*, instruction in the English, Latin, and Greek languages, together with Writing, Arithmetic, Music, and the Art of Speaking; the *third*, practical Geometry, Logic, and Geography; and the *fourth*, such other of the Liberal Arts and Sciences or Languages as opportunity and ability may hereafter admit, and as the Trustees shall direct.

Phillips Academy was opened for instruction April 30, 1778, in a building which had earlier been used as a carpenter's shop. The first preceptor was Eliphalet Pearson (1778-1786), a stimulating teacher and stern disciplinarian, who established high standards of instruction. Shortly before he resigned to become professor at Harvard College, a new and larger schoolhouse was built. On November 5, 1789, George Washington, President of the United States, visited Andover and addressed the students assembled on the Old Training Field.

The fourth principal, John Adams, raised the repute of the school, increased the attendance, and enlarged the number of teachers. During his term as principal, on January 28, 1818, the second schoolhouse was burned, and a new brick Academy designed by the famous architect Charles Bulfinch was erected within a year. This "classic hall," described in Oliver Wendell Holmes's centennial poem, "The School-Boy," is still in use.

The modern period of the school's history was ushered in in 1873 with the election of Cecil F. P. Bancroft, a man of foresight and clear vision, patience and shrewd discrimination, who was principal until his death in 1901. Under Dr. Bancroft's administration, attendance increased from 262 to over 400 pupils and since then has never dropped below that figure.

Dr. Bancroft was succeeded in 1902 by Alfred E. Stearns, whose title was changed to Headmaster in 1928. The purchase in

1908 of the lands and buildings of the Andover Theological Seminary greatly increased the resources of the Academy and made possible new development. In 1920 more than one and one-half million dollars was contributed by alumni and friends of the school, and from one-third of this fund Samuel Phillips Hall, the main recitation building, was built, and the centre of the school permanently fixed in its present site.

In 1933 Dr. Stearns was forced by ill health to resign. Professor Charles H. Forbes, for forty years on the faculty, was named Acting Headmaster, but he died a few months later.

The Trustees then elected Dr. Claude M. Fuess Headmaster, who continued until his retirement in 1948. During the period 1933-48 the curriculum was revised, a number of buildings were added, and studies of health, academic mortality, and student activities were completed. In World War II Andover men served in all branches of the service, and 143 gave their lives. During much of this period Henry L. Stimson served as President of the Andover Board of Trustees as well as Secretary of War for the nation. 1942 marked the launching of the Andover Summer Session to enable boys to complete secondary schooling before entering military service. It has continued regularly since then.

John M. Kemper was elected Headmaster in 1948 and inaugurated in ceremonies attended by 220 representatives of schools and colleges. In the past six years an artificial-ice hockey rink has been constructed, the Andover and War Memorial Fund drives have added \$3,500,000 to the endowment and have provided the new Memorial Gymnasium, the curriculum has been further revised to provide more flexibility, and salaries have been raised appreciably. In 1952-53, under Andover leadership and with a grant from the Ford Foundation, the three school and three college committee report "General Education in School and College" was completed. The report points the way toward a smoother transition from school to college and a fuller development of the able boy.

*COURSE OF STUDY

The curriculum of Phillips Academy combines a required core of studies believed to be fundamental to a liberal education and elective courses designed to fit the special needs and interests of the individual student. The total program normally includes four years of English, three years of mathematics, three years of one foreign language, a year of American history, a year of a laboratory science, one course in art or music, one course in the Bible, and four or five additional courses. Instruction is given in all subjects required for entrance to higher institutions, whether liberal arts or technical.

Classroom groups are small enough to permit individual attention, and students are placed in sections fitted to their attainment and ability. Particularly able and well-prepared students are offered special opportunity to enrich their education through honors courses and to move ahead at a rate commensurate with their ability and ambition. Several departments offer courses beyond the level of preparation for college.

For full membership in a given class, students should be credited with the work of the lower classes or its equivalent. Boys are rated as members of a given class, however, if their deficiencies for full membership in it do not exceed one major course.

Every boy is assigned to a Class Officer, who advises in the selection of courses designed to meet Andover's diploma requirements, college entrance requirements, and the student's particular interests. The Class Officer also recommends such subsequent changes as are necessary or advantageous. It is highly desirable that, before conference with the Class Officer, students and parents acquaint themselves as fully as possible with the Academy's basic requirements and with the possibilities of its flexible

*See pages 58-74 for "Description of Courses."

PHILLIPS ACADEMY

program. Also, all applicants, and especially those for the Upper Middle and Senior classes, should familiarize themselves at the earliest possible date with the entrance requirements of the colleges which they may wish to enter.

DIPLOMA REQUIREMENTS

The diploma requirements for students entering Phillips Academy for the full four years are indicated below. Certain modifications are permitted for boys entering after the Junior year (9th grade). The Admissions Office will welcome inquiries concerning specific requirements for such boys.

- 4 units of English
- 3 units of mathematics
- *3 units of one foreign language, either ancient or modern
 - 1 unit of history, normally American
 - 1 unit of laboratory science
- †½ unit of ancient history in the Junior year
- †½ unit of elementary science in the Junior year
- 3 units of elective courses
- ‡Bible in the Lower Middle year
- ‡Art and Music, or Studio Art, or Music in the Upper Middle year
- ‡An elective minor in the Senior year

In addition, candidates must pass all courses in their Senior year even though they may be ahead in units.

*Two units of each of two foreign languages are permitted under special circumstances.

†Qualified boys may take a second foreign language in place of these two minor courses.

‡Qualified boys are allowed to substitute a fifth major course for the required minor in one or more of the last three years.

PHILLIPS ACADEMY

THE NORMAL FOUR-YEAR PROGRAM

Junior Year (9th grade)

English 1	5	periods per week
Mathematics 1	5	" " "
†Foreign Language 1	5	" " "
History 1 (Ancient)	3	" " "
Elementary Science (or a second foreign language replacing history and science)	3	" " "
<hr/>		
Total	21	" " "

Lower Middle Year (10th grade)

English 2	4	periods per week
Mathematics 2	4	" " "
Foreign Language 2	5	" " "
*Elective (major)	4 or 5	" " "
Bible 1	2	" " "
<hr/>		
Total	19-20	" " "

Upper Middle Year (11th grade)

English 3	4	periods per week
Mathematics 3	5	" " "
Foreign Language 3	4	" " "
*Elective (major)	4 or 5	" " "
Art & Music, or Studio Art, or Music	2	" " "
<hr/>		
Total	19-20	" " "

†Greek, Latin, French, or German. Spanish by special permission.

*One elective major in the three upper years must be a laboratory science. If a second foreign language was begun in the Junior Year, the elective in the Lower Middle Year must be the second year of that language.

PHILLIPS ACADEMY

Senior Year (12th grade)

English 4	4	periods per week		
History 4 (American)	5	"	"	"
*Elective (major)	4 or 5	"	"	"
*Elective (major)	4 or 5	"	"	"
Elective (minor)	2	"	"	"
<hr/>				
Total	19-21	"	"	"

*One elective major in the three upper years must be a laboratory science.

Elective Majors

English 5, 5c	†Physics
Greek 1, 2, 3	†Mathematics 4
Latin 1, 2, 3, 4	†Mathematics 5
French 1, 2, 3, 4, 5	†Art Major
German 1, 2, 3, 4	†Music Major
Spanish 1, 2, 3, 4	†Religion
Biology	†History 3 (English)
†Chemistry	‡History 2 (European)

No credit is given for less than a two-year sequence in any foreign language.

Three and four year boys normally may not count both French and Spanish toward the diploma.

†Normally for Upper Middlers and Seniors only

‡Not permitted after the Lower Middle year

PHILLIPS ACADEMY

Elective Minors (ordinarily for Seniors only)

Greek	Instrumental Lessons
Latin	Music Appreciation
French	Mathematics T
German	Mechanical Drawing
Spanish	Navigation
Russian	Bible 2
Anatomy	Contemporary Affairs
Anthropology	Philosophy
Chemistry S	Public Speaking
Physics S	Social Problems
Orchestra	Advanced Studio Art
Chorus	Advanced Art Appreciation
Concert Band	Studio Art
Harmony	

Special Courses

Special courses designed to cover the work of two years in one are open to properly qualified boys in mathematics and Latin for Juniors; and in German, Greek, and Spanish for Seniors.

Honors Courses and Advanced Placement

A feature of the Andover curriculum is its provision of honors courses in most departments and special sequences in mathematics and the modern foreign languages designed to cover four years' work in three or five years' work in four. Such programs are open, on invitation of the departments, to especially able and interested students.

A large number of Seniors completing these sequences and other honors courses take College Board advanced placement examinations in May to establish advanced placement in college courses or credit towards the college degree.

GENERAL INFORMATION

PLAN OF RESIDENCE AND EATING

Andover students live together by classes in the Academy dormitories and faculty houses described on pages 79-80. Each building is under the close supervision of the resident Faculty housemaster.

Most Juniors are assigned to Williams Hall and Rockwell House. The former, including its annexes, Junior House and Stott Cottage, is equipped with recreational facilities for fifty-six boys, who occupy single or double rooms. Rockwell House, on the other hand, has only single rooms in addition to its recreational facilities. Both buildings are subject to the special regulations and supervision found helpful to boys of this age in making a successful transition from home to boarding school life. Carefully selected senior proctors play an important part in the activities of both Junior units.

In the Lower Middle year all boys live in small groups in some thirty Faculty Houses and Cottages. In these buildings the boys receive careful guidance. They also enjoy a degree of independence suited to their increased maturity.

The majority of Upper Middlers and Seniors, having gained in their ability to profit from relatively great independence and freedom, are housed in large brick dormitories. Although supervision and guidance is maintained throughout, the older boys are permitted greater latitude in the exercise of their daily affairs.

All boys eat by classes at The Commons, which is described on page 83.

FACULTY COUNSELORS

Each Andover student is under the direct charge of a Faculty Counselor, who is usually the master of the house in which the

boy lives. He knows intimately the background, the character, and the standing of each of his boys. With such knowledge of a student's individual needs, the Counselor acts as his friendly advisor in all that concerns his welfare and his happiness. The Counselor is usually the member of the Faculty most intimately in touch with the student and his parents.

RELIGION

Phillips Academy is an inter-denominational school whose origin and traditions rest firmly upon a liberal Protestant faith and system of values.

Chapel Services, both Sunday and weekdays, are an integral part of school life. The services on Sunday are usually conducted by the Headmaster and the School Minister. Among the list of visiting preachers invited to Andover during the school year are Headmaster Emeritus Dr. Claude M. Fuess, Rt. Rev. Norman B. Nash, Dr. Herbert Gezork, Rev. Robert Russell Wicks, Bishop G. Bromley Oxnam, Rabbi Morris S. Lazaron, Rev. Howard Thurman, Rev. Clifford Barbour, Dr. Allan K. Chalmers, Rt. Rev. Henry Wise Hobson, Rev. Howard L. Rubendall, Rev. Sidney Lovett.

Attendance at these services is required, although on Sundays boys who prefer to do so may attend services at other Protestant or Roman Catholic churches in Andover. A number of times each term arrangements are made by which students of Jewish faith may attend their own services either at the Academy or at a synagogue in the vicinity of Andover.

This arrangement recognizes two sets of values: a close connection of each boy with his own chosen denomination, and a program of worship within the life of the school that emphasizes the common elements in our religious faiths.

In a school made up of students from varying backgrounds it is

not possible to satisfy fully all the special requirements of varying sects and denominations. Therefore, no one should apply for admission to Andover who feels that the ritualistic practices of his own faith must be literally followed under all circumstances.

In the school's Chapel Services effort is directed towards achieving a worship that supports the aspirations and insights of all students while denying to no one the right to hold to his own sectarian beliefs. It is hoped that the program will help to develop the boy's confidence in religion as a source of strength; strengthen his convictions in the rightness of the highest values which our civilization has nurtured; and, at the same time, increase his respect for and understanding of the aspirations of other denominations and creeds.

It is expected that both those individuals who enjoy minority religious status as well as those who enjoy majority status will, with equal eagerness, seek these goals by means of which Phillips Academy endeavors to achieve harmony and unity in diversity.

CULTURAL OPPORTUNITIES

Andover has always demanded and will continue to demand a high standard of accomplishment in the prescribed course of study. At the same time the school believes that a boy's interests should be widened as far as possible beyond the subjects of the curriculum. Through the Oliver Wendell Holmes Library, the Robert S. Peabody Foundation for Archaeology, the Addison Gallery of American Art, the Department of Music, and the Moncrieff Cochran Sanctuary the boys are given a chance to interest themselves in subjects which may in later life become delightful hobbies or even major pursuits and professions.

A number of distinguished men and women are invited to the Academy each year as lecturers and guest artists. During the season of 1955-56 the Stearns Lecturer was Dr. Rudolph A.

Winnacker, Chief Historian of the Office of the Secretary of Defense. Mr. Chester Bowles, former Ambassador to India, gave the Hosch Lecture and held conferences with students concerning American Foreign Policy. Among the guest artists to appear in George Washington Hall were the Canadian Players of Stratford Ontario, who gave Shaw's "Saint Joan," The Boston Symphony Woodwind Ensemble and Andres Segovia, the famous guitarist. Michel Chauveton, violinist, gave the Sawyer Concert.

STUDENT ACTIVITIES

Student hobby groups, clubs, and voluntary enterprises of various kinds are an extremely important part of life at Phillips Academy, changing from year to year in scope and organization, depending upon student interest. Student activities may roughly be classed as literary, musical, forensic, scientific, and general. Each club is under student leadership, advised by a member of the faculty who is experienced in that field of activity.

The Phillippian, founded in 1878, is the school newspaper and publishes every Wednesday of the school year. Students on both the editorial and the business boards may obtain valuable experience, either in writing or in business practice.

The Mirror, founded in 1854, is the undergraduate literary magazine, which appears twice a year, in the winter and spring terms. Positions on the literary, business, and photographic boards offer the profitable and interesting experience of working toward the publication of a magazine written solely by the students.

The Pot Pourri is the Academy yearbook, published after the end of each year. It contains pictures and personal information concerning all Seniors and non-returning Upper Middlers, group pictures of all school organizations, and many special features. The three boards, editorial, business, and art, offer ex-

cellent opportunities for the development of literary, business, or artistic talent. This book is the chief permanent record to which alumni turn in later years for the record of their years at Andover.

The Dramatic Society is an organization for all students interested in acting, directing, stage design, scenery construction, lighting, and business managing. The major production each year is a Shakespeare play, or its equivalent, but where the schedule permits, modern plays, both straight and musical, are presented.

One of the most important groups within the Society is the *Stage Crew*. Carpenters, painters, shifters, electricians, and special effects men work together under a stage manager and a chief electrician. Their job is to build the sets and operate the staging for all the plays. Younger boys are encouraged to try out for the Stage Crew.

Another branch of the Society is the *Theatre Workshop*, whose intent is to offer further opportunities for students to participate in play readings, the production of one-act plays, and at least one full-length play each year. The organization particularly welcomes lower classmen. The Senior Class has a good chance to show its talent in the preparation of the Class-Day play. The best of these in the past have been full-length musical plays, written, produced, and directed by Seniors. The performance is on Class Day in June and is presented for parents and alumni. A final group of plays under the auspices of the Dramatic Society is that given in French, German, Latin, and Spanish, and directed by Faculty members from the foreign language departments. The language plays are projects of *language-interest clubs* that feature, in addition, illustrated lectures, motion pictures from the country of their choice, and conversation. Often these groups meet around the dinner table.

Debating and school forums are held by *Philo*, properly the *Philomathean Society*, founded in 1825. Regular meetings, held bi-monthly in the faculty room, normally open to members only,

PHILLIPS ACADEMY

provide forums for the discussion of local, national, and international issues. From time to time there are debates against visiting teams which students may attend. Each year Philo sponsors a prize debating contest, and the organization has sponsored visiting lecturers and discussion leaders to stimulate interest in economic, social, and political problems. Some instruction in debating technique, in public speaking, and in parliamentary procedure is offered.

Students interested in art may work in the studio of the Addison Gallery with the *Design Club*.

Model Airplane enthusiasts may enjoy their hobby on outlying fields and may prepare for a competition with another school. Available for members for building planes and storing their equipment is a room in the basement of Paul Revere Hall equipped with electric saw, individual lockers, wide benches, and fluorescent lighting.

Letter-press printing may bear the imprint of the *Paul Revere Press*. The shop consists of a complete print shop with two presses located in George Washington Hall, convenient to the school's service department.

The *Camera Club* has a dark room in the basement of Peabody House where students may develop, enlarge, and print their own photographs. Depending upon interest, groups meet for the discussion of the fine points in the art of photography.

The *Radio Club* not only has a room in the basement of Morse Hall where radio sets may be constructed and repaired, but at the radio shack it also has facilities for transmitting and receiving amateur broadcasts from fellow "hams." Code and theory classes are held in response to need.

Students who wish to construct furniture, models, or special equipment enjoy the *Woodworking Club*. The shop is well supplied with hand and power tools.

The *Rifle Club*, a large and active organization, gives boys

who are interested in indoor rifle shooting, particularly upper-classmen, an opportunity to fire for pleasure, for National Rifle Association awards, and in interscholastic competition. The range is in the basement of Pearson Hall.

Model Railroaders may meet in the basement of Paul Revere Hall, where a layout is being reconstructed.

The chemistry laboratory is open, on schedule and under supervision, to experimenters in chemistry or physics (*Science Club*). Astronomers will find both a reflecting and a refracting telescope on the campus. One of them is housed in an observatory (*Astronomy Club*). A group interested in tapes and records makes recordings of school events (*Audio Club*). Modest lapidary equipment is on hand for those boys who are interested in gems and minerals (*Minerals Club*). Identification of minerals is another interest of this club. For the budding engineer, a 125 HP dynamometer with a Chevrolet engine on its jacks invites man-size experiments (*Mechanics Club*). A supply of machinist's tools is available for the boy who is happiest in overalls.

Outings in search of Maine lobsters, the best ski trails, or another mountain to climb are objectives of the *Outing Club*. Canoeing, fishing, and rock climbing are also popular with the group.

The *Stamp Club* meets in Cooley House. High spots in the club's program include an exhibition and a banquet. Philatelists are urged to bring their duplicate stamps and covers for trading.

The *Film Society* sponsors a program of unusual films, early classics, as well as foreign and domestic films of superior quality or of especial interest. These programs are offered in the Winter Term only.

The *Natural History Club* works in close cooperation with the Biology Department and the Cochran Bird Sanctuary. There are widely varied opportunities to study the animal and plant life of the region, both in the laboratory and in the field. Trips are

PHILLIPS ACADEMY

taken to nearby points of interest. The club is licensed to carry on a bird-banding program.

The *Phillips Society* and its activities are based on the effort to understand better the meaning of life, to see more clearly the needs and problems of people, and to help meet these needs. Membership in the Phillips Society is open to any boy who wishes to participate in its program and activities.

The Phillips Society's interests and scope are suggested by a list of some of its activities:

Receptions for new boys and for foreign students.

The raising of money for Red Cross, Community Chest, the Salvation Army, Hampton Institute, the Grenfell Association, and other organizations.

Conducting a program of forums, conferences, chapel talks, and discussion groups.

Collection of old clothes, second-hand books, and other articles for distribution to schools and hospitals.

Field trips to hospitals, factories, recreation centers.

Sunday School teaching and deputation work in the churches in Andover and vicinity.

Among the extracurricular activities in the field of music are the *Marching Band* and the *Chorus* (combining both choir and glee club), which takes part in many concerts as well as in an annual musical show. Other musical organizations are the *Orchestra*, the *Aces* (a dance band), and the *Eight-in-One Octet*. A well-stocked record library is located in the *Record Room* where recorded concerts are given from time to time.

ATHLETICS AND PHYSICAL EDUCATION

Athletics and physical education are important at Andover. The physical education, intramural, and interscholastic programs

involve every student; participation is required. The objective is development by each boy of his physical capabilities and of such qualities as courage, self-confidence, self-discipline, and self-control.

Each new boy must take a swimming test; non-swimmers must take special instruction until they meet minimum standards of proficiency. During his Junior year, every boy takes two hours a week of physical education in addition to his regular afternoon program of athletics. The morning program of swimming, track, and gymnastics attempts to develop early in the boy's career the self-confidence and physical skills essential for successful participation in the more advanced phases of the program. Standards of performance are based on the individual's own physical capacity.

The intramural and interscholastic programs provide competition at all levels in seasonal sports. Outside games are scheduled with neighboring high schools, preparatory schools, and college freshmen. During the fall, the sports offered are football, soccer, gymnastics, rowing, cross country, and tennis; in the winter, basketball, swimming, hockey, wrestling, squash, track, skiing and boxing; in the spring, baseball, tennis, golf, track, crew, lacrosse and life-saving.

The Academy assumes no responsibility for injuries sustained by students while participating in such exercise or sports, except that the Medical Director's services shall be rendered and infirmary care provided without charge.

Following the urgent recommendation of the Medical Director and the Athletic Department, parents are strongly advised to see that, if their sons wear glasses, they be provided with shatter-proof lenses, not only to minimize danger of injury on the athletic field but also to obviate possible loss of time in replacing lenses broken in the normal wear and tear of school life.

See page 56 regarding athletic equipment.

PHILLIPS ACADEMY

HEALTH SUPERVISION

Under the supervision of the Medical Director, every effort is made to improve each student's health, prevent disease, and to diagnose and treat illnesses and injuries which may occur. Before school opens, every student is asked to have a general physical examination by his family physician as well as certain screening laboratory procedures, tetanus toxoid, typhoid-paratyphoid injections, and smallpox vaccination. His family is asked to answer questionnaires which will tend to reveal significant symptoms or illnesses noted in the past.

Immediately after the student has been admitted to the Academy, complete dental and lung X-rays and careful ear and eye examinations for function are done. Tests for speech defects, reading speed, and the presence of language disability are completed. The full-time Medical Director and his associate, with the assistance of several consultants associated with the Medical Department and representing various fields, then correlate all the above information. By this means it may be possible to form a fairly accurate estimation of the student's physical status and the ease with which he may be expected to adjust to the school environment.

The Isham Infirmary is a fifty-five bed hospital recognized by the American Hospital Association. The Infirmary has a modern X-ray department, a clinical laboratory and a full-time laboratory technician. A well equipped physiotherapy unit is under the direction of a qualified physiotherapist. Graduate nurses are in residence throughout the school year. The Infirmary is equipped to care for all serious medical and surgical emergencies as well as certain other conditions and diseases.

When illnesses and injuries arise in the student body, they are first screened and treated when feasible by the Medical Director and his associate. If highly specialized care is required, easily

PHILLIPS ACADEMY

available local staff consultants and hospitals or Boston physicians and nationally known medical institutions are employed forthwith. Minor illnesses are reported to the parents by letter. Conditions which require treatment under general anesthesia or approach major proportions are reported by telephone to the student's family by the Medical Director as soon as a working diagnosis has been established.

The dental staff consists of three dentists representing the fields of dental surgery, general dentistry, and orthodontistry. There is a full-time dental hygienist. The fields of psychiatry and psychology are represented by a part-time psychiatrist and a psychologist who is on a full-time basis.

The Alumni Committee on Health meets and discusses with the Medical Director policies of health and administration. The members of the committee are Drs. Reginald A. Smithwick, Arlie V. Bock and Joseph C. Garland.

DAILY SCHEDULE

Chapel	7:50 A.M.
Recitation hours	8:12 A.M. to 12:50 P.M.
Athletics	2:00 P.M. to 3:30 P.M.
*Recitation hours	4:13 P.M. to 6:00 P.M.
Evening study hours begin	8:00 P.M.
†Sunday chapel service	11:00 A.M.

*Wednesday and Saturday afternoons are half-holidays.

†Vespers at 5:00 P.M. during the Winter Term.

WORK PROGRAM

The Phillips Academy work program, in which every boy takes part, has two objectives: to train boys to do useful work well and to reduce the operating costs of the Academy. Operating

PHILLIPS ACADEMY

under the supervision of members of the Faculty, the work program has become an essential part of the democratic life of the Academy.

The work program has three phases: (a) the daily care of dormitory rooms and corridors, under the direction of house-masters, (b) work in the Commons, to which all boarding students are assigned for two or three (non-consecutive) weeks during the year, and (c) work on the grounds and in the school buildings, in which all boys participate on the average of one week a term during the school year, four days a week, under the supervision of members of the Faculty.

GRADES AND REPORTS

Reports on the student's work are sent to the parents or guardian twice a term. Grades are based on the results of both daily work and examinations. They are recorded on a scale of 100, in which 60 is the passing mark and 80 or over is an honor grade.

DISCIPLINE

Phillips Academy seeks to help boys develop certain desirable attitudes and habits so that they will be sound and healthy individuals and good citizens of their community. The Academy bases its disciplinary policy on the assumption that each boy will, at all times and places, conduct himself as a gentleman. The Academy tries to inculcate in a boy personal integrity, responsibility for his behavior, self-control, and a sense of individual purpose. It believes that discipline should foster clear, independent thinking, good judgment, and sound scholastic achievement. In each boy, from the beginning of his career in Andover, the Academy aims to cultivate a sense of just pride in his school and

of responsibility to an orderly society. The School has made its rules in accordance with these principles.

The School expects boys to occupy themselves with their studies and other school work during all study hours. A student is expected to meet all fixed appointments, such as recitations, daily chapel or assembly, Sunday chapel, required athletics, or study hours. All appointments immediately preceding and following vacations and holidays the School considers especially important. Six unexcused absences in a term render a boy liable to discipline, as does an accumulation of demerits.

A student renders himself liable to dismissal if he is guilty of dishonesty, if he drinks or possesses alcoholic beverages, if he is absent from school bounds without permission, or if he is anywhere or at any time guilty of conduct unbecoming a gentleman.

Students may not possess, rent, or drive any motor vehicle within bounds, nor may they possess or use firearms or explosives of any sort, except as authorized under the rules of the Academy Rifle Club. Boys in the upper two classes only may smoke at certain specified times and places. Only day students may use bicycles. No students may have radios or wireless apparatus in their rooms; sets are available in the common rooms of each class.

OUT-OF-TOWN EXCUSES

Students whose scholastic standing is satisfactory may with permission take two out-of-town excuses per term. Seniors are allowed five if they are passing all courses.

SUMMER SESSION

The fifteenth annual Andover Summer Session will open on Tuesday, June 25, and close on Wednesday, August 21. Instituted in 1942 to provide an opportunity for acceleration for boys

about to enter the Services, the Summer Session has been continued by the Trustees largely because of its proven value in aiding students assured of September admission in becoming acclimated to the relatively rigorous Andover program. It has been useful also in enabling some of these new boys to make up deficiencies in their previous preparation, thus often saving them from the loss of a full year. Other boys from both public and independent schools who are not candidates for entrance in the fall are also eligible for admission. The Summer Session publishes its own catalogue, which may be obtained after February 1 by writing directly to the Director of the Andover Summer Session, Andover, Massachusetts.

PHILLIPS ACADEMY

COLLEGE ADMISSIONS—CLASS OF 1956

Senior college candidates in 1956	220
Admitted to college	215*
Number of colleges entered	35

<i>College</i>	<i>Number of Students</i>	<i>College</i>	<i>Number of Students</i>
Amherst	2	Middlebury	2
Bowdoin	1	North Carolina State	1
Brown	10	Northwestern	1
California Institute of Technology	2	Oberlin	1
Chicago, University of	1	Pennsylvania, University of	2
Colorado, University of	1	Princeton	21
Columbia	6	Rensselaer Polytechnic Institute	2
Cornell	8	Rice Institute	1
Dartmouth	8	Stanford	10
Denison	1	Swarthmore	1
Duke	1	Tufts	2
Georgia Institute of Technology	1	United States Military Academy	2
Harvard	45	United States Naval Academy	2
Holy Cross	1	Washington and Lee	3
Kansas, University of	1	Williams	14
Lehigh	2	Yale	52
Massachusetts Inst. of Tech.	4		
Miami University	1		
Michigan, University of	1		
		Total	214

*One student admitted but going into U. S. Army.

FINANCIAL

A large part of the Academy's operating income is from the investment of its endowment funds. These funds have made it possible for many years to charge an inclusive fee lower than the cost of a student's education and maintenance and, in addition, to make scholarships in varying amounts available to worthy and qualified students. Thus it can be said that all students, regardless of the fee paid or the scholarship earned, have benefited by the endowment funds.

Few patrons of the school in recent years have met the full cost of their sons' Andover education. The total cost to the Academy for each student during the year 1955-56 was approximately \$2,713. Of this figure, \$1,400 was met by the inclusive fee, leaving a considerable balance to be met by the income on invested funds, by gifts from alumni, and from other sources.

Tuition Charges

The tuition charge for each student at Phillips Academy is as follows: \$700 payable on October 1, \$350 payable on January 1, and \$350 payable on April 1. For scholarship students three equal bills are rendered, on or shortly after November 1, January 1, and April 1. Each student, when assured of admission, is required to make a deposit of \$50, which is credited on his first regular school bill.

The tuition charge of \$1400 covers instruction, board, room (including furniture, bed linen and one blanket), health supervision, x-rays, laboratory tests, infirmary care and the services of the school physicians, physical training and athletic privileges, use of laboratory equipment and material, admission to all authorized athletic contests and the authorized entertainments at George Washington Hall, including the Saturday evening motion pictures.

It does not include charges for tutoring, Language Training,

special instruction in music or athletics, dental care, the services of consulting physicians or private nurses, personal laundry, textbooks, dues to school organizations, and unnecessary breakage and damage to school property.

Bills for matters not included in the regular school charge may be sent at any time during a school year. Any alteration in the terms of payment made necessary by the needs of parents must be arranged in advance with the Comptroller.

Classroom privileges may be denied to students whose bills are not settled when due.

No rebate for the term in which he leaves will be made to a student who for any reason is dismissed or withdrawn.

The diploma of the Academy will not be awarded to a student whose school account is not paid in full by the date of graduation.

Breakage Deposit

Each student is required to make a deposit of \$25 to cover breakage and other incidental obligations that may be incurred during the school year. The deposit is payable on October 1 and is billed with the portion of the normal charge due on that date. The balance remaining after such charges have been deducted will be refunded at the end of the fiscal year, June 30, or credited on the first bill for the following year.

Medical Insurance

All the ordinary illnesses and injuries which occur are cared for by the Medical Director and his staff, and the present tuition charge of \$1,400 includes such medical attention, regardless of the length of the patient's stay in the Infirmary. However, parents are responsible for the payment of fees for all other physicians, surgeons, and private nurses and hospitalization. Such services are employed by the Medical Director whenever in his opinion they are necessary for the proper care of the student.

PHILLIPS ACADEMY

To assist parents in budgeting such expense our student insurance plan is provided. The cost is \$22.50 for boarding students and \$10 for day students for the twelve-month period beginning the opening day of school. The policy of the day students covers accident only. The charge for insurance is included in the term bill, which is payable October 1.

If the student is covered by any type of sickness and accident insurance, the Isham Infirmary, which is a participating Blue Cross-Blue Shield hospital, will appreciate any benefits which may be derived from such a policy. The school insurance allows for no Infirmary benefits but does give excellent compensation for employment of consultants and hospital care outside of Isham Infirmary.

“Extras”

As a rough guide to parents in budgeting for the total expected expenses of each academic year, the following low-average approximations of “extras” are given. These are *not* charges made by or payable to the Academy.

Laundry (if done locally)	\$85
Pressing and cleaning	15
Books and supplies	35
Dues, publications, and charitable contributions	15
Miscellaneous, including spending money	100
	<hr/>
	\$250

The thrifty boy can, of course, cut these figures considerably, especially by mailing his laundry home and by purchasing second-hand textbooks. Scholarship boys can obtain most of their books through the Loan Library. Expenses for travel and for clothing (see page 56) are an entirely personal matter. Assistance in meeting travel costs is available under certain conditions to holders of scholarships.

Spending Money

Parents or students may open an account at the Treasurer's Office for personal expenses during the school year. Students are urged not to keep large amounts of cash in their possession or in their rooms.

Scholarship Aid

Phillips Academy operates on the assumption that no boy should be deterred from applying for admission because his family is unable to pay the full cost of an Andover education. A statement in the Academy's constitution reads, "This Seminary shall be ever equally open to youth of requisite qualifications from every quarter." Through the generosity of a large number of alumni and other friends of the school, over \$160,000 is available each year to help needy students come to the school.

Boys of character and academic promise whose parents need financial aid are encouraged to apply for scholarships. Awards vary in amount according to the applicant's need, ranging from \$200 to full scholarships of \$1400. Inevitably the Scholarship Committee receives each year more requests for aid than it can grant. The Committee requires the parents of all applicants to submit a complete report of their financial condition, which will be kept confidential. All boys on the scholarship list are expected to maintain academic records compatible with their ability and to show by their general record at Andover that they are aware of and deserving of the special opportunities which they enjoy.

All scholarship boys are expected to perform some useful service for the school in partial return for the aid they receive. To this end, the Bureau of Self-Help exercises control over all student employment, such as work in various departments of the school and campus concessions. The anticipated revenue from such work is included in the over-all scholarship budget.

PHILLIPS ACADEMY

Loans to help meet the annual charges may be arranged with the school treasurer, who has for this purpose a revolving fund, the gift of a generous benefactor.

A wide range of prizes is open to competition by the student body. A complete description of each prize, together with the names of last year's winners, can be found on pages 85 to 101. Also included is a list of the scholarship funds.

ADMISSIONS

GENERAL POLICY

The basic requirements for admission to Phillips Academy consist of evidence of good character and a strong school record. Other considerations are personality, breadth of interest, geographical distribution, date of application, and performance on the Secondary School Admission Tests (see page 51). *Because the Academy receives applications from many more qualified boys than it can admit, it is necessary to make selections on a competitive basis, with particular emphasis on character and personal qualifications as determined from recommendations and interviews, and on academic accomplishment and promise.*

No applications will be accepted after April 1 of the proposed year of entrance. Priority is given to those candidates who have filed application by February 1 and in time to make proper arrangements to write the Secondary School Admission Tests (see page 52).

Candidates are advised to enter as early in the four-year program as possible. The number of places available for new boys in the two upper classes is relatively small and the competition for them is especially keen. Boys who enter the Junior or Lower Middle classes normally adjust more easily and derive more benefit from the extracurricular as well as from the academic side of Andover life, and there is a greater likelihood of their assuming positions of responsibility and leadership than is possible for boys coming for only one or two years.

Students in the Academy arrange their work in accordance with the Course of Study as outlined on pages 24-28. The outline indicates the work done each year by a student who is neither behind nor ahead of his class in any subject. Boys entering any of the three upper classes may receive credit without examination

PHILLIPS ACADEMY

for certain courses taken at their previous schools, but credit is given only for those courses in which the final grade is of college certifying quality.

PROCEDURE IN APPLYING

Application Forms

In making preliminary application to enter the Academy, the parent or guardian should submit the form *in the back of this catalogue*, unless he has already received a detailed final application form from the Admissions Office.

A non-returnable registration fee of five dollars is required of all candidates. A check or money order, payable to the Trustees of Phillips Academy, should accompany the preliminary application form. Since this is a new requirement, those who have already filed preliminary applications for 1957 or later will be asked to pay the fee when they signify their intention of completing the final form.

In the late fall a final application form is sent to each parent or guardian who has filed a preliminary application for admission the following September. After completion of the first part by the parent or guardian, the application should be submitted to the principal of the school presently attended by the applicant, with the request that it be returned directly to Phillips Academy as soon as possible, or immediately after midyears if midyear grades will be of particular significance. Bearing in mind that applications received after February 1 do not receive the highest priority and that no application can be received after April 1, parents must be sure that the school does forward the application promptly.

Personal Interview

Whenever possible, it is highly desirable that boys come to Andover for a personal interview with the Director of Admissions

or the Admissions Officer. Appointments should be made in advance. Attention is called to the office hours listed on page 17. Boys unable to visit Andover should arrange an interview with the nearest alumni representative (see page 121), or if that is for any reason impossible, write the Admissions Office to make special arrangements.

Letters of Recommendation

Along with the final application blank, three Confidential Recommendation Forms will be sent to the parent or guardian. Two of them should be given to the boy's current teachers (not the principal, who completes the application form) and the third to some person who meets the boy frequently in a non-academic capacity, i.e., camp counsellor, scoutmaster, minister, coach, employer, etc. When completed, the confidential recommendations should be returned *by the writers* directly to the Admissions Office in stamped, addressed envelopes supplied by the candidate.

One or two of the confidential recommendation forms may be completed by previous year's teachers if it is felt that they know the boy better than his current teachers. Additional reference letters from any source are welcome but not required.

Boy's Personal Letter

Each applicant is required to write a letter describing his main interests and activities, including jobs if any, travel, summer experiences, and his reasons for applying for admission. The letter should be written *without assistance from any source*. It should be mailed to the Admissions Office separately from the final application form but at about the same time.

Admission Tests

All applicants are required to take the Secondary School Admission Tests in the year of candidacy. In 1957 the tests will be

PHILLIPS ACADEMY

administered by the Educational Testing Service at centers throughout the country on Saturday, February 9. The Educational Testing Service has prepared a bulletin of information about the tests. *Each applicant must complete a special form (to be supplied with the "Bulletin of Information for Candidates") and be sure that it reaches the Educational Testing Service by Wednesday, January 30.* The cost is \$7.50, payable to the Educational Testing Service. If not already supplied with a "Bulletin of Information for Candidates," applicants for 1957 may obtain one by writing to: Secondary School Admission Tests, Educational Testing Service, 20 Nassau Street, Princeton, New Jersey.

Candidates from outside the United States will be asked to make arrangements locally for supervision of special tests to be supplied by the Academy and written as close to February 9 as possible.

A selected number of candidates who apply after February 1 and who have not made arrangements to write the Secondary School Admission Tests will take the Academy's own tests in Andover or New York on Saturday, April 13. Special arrangements can be made for boys living beyond commuting range of these centers.

Candidates writing the Academy's own tests outside the United States or on April 13, will be asked to pay the \$7.50 test fee directly to the Academy when requested.

Special preparation or tutoring for the admission tests is not advised. Sample tests are not available.

Placement Examinations

All applicants who have been admitted to the Academy and who have paid the required deposit of fifty dollars (creditable on the first regular school bill), will write examinations for *placement purposes only* on Friday, May 17. The placement examinations will be given in Andover and New York, and elsewhere by special

arrangement. Candidates attending independent schools that belong to the Secondary Education Board and use its papers as regular final examinations may substitute them for the Academy's placement examinations. No special arrangements need be made other than notifying the Admissions Office if the substitution is desired.

Failure to perform creditably on the placement examinations (or final Secondary Education Board papers substituted for them) will ordinarily necessitate attendance at the Andover Summer Session for Junior (9th grade) candidates, and either Summer Session attendance or loss of a year for candidates for the three upper classes.

Preparation for the Placement Examinations

While no special preparation for the *admission tests* is expected, outside study or tutorial assistance in anticipation of the *placement examinations* will usually be helpful. Sample placement examinations are supplied without charge by the Admissions Office upon receipt of a request that includes a statement of the subjects studied in the year just prior to admission. Each sample examination lists the topics to be covered in preparation for the examination.

As a further aid to candidates for placement in the two lower classes and to those upper class candidates who are currently studying the first year of Latin or French, the Secondary Education Board, 186 Center Street, Milton 86, Massachusetts, publishes each year, for eighty-five cents postpaid, a pamphlet entitled, "*Definition of the Requirements for 19—*." The pamphlet contains detailed subject-matter requirements in English, Mathematics, Latin, and French for use in grades six through nine. The standards parallel closely those of Andover. The previous year's examinations in each subject at each level are included.

The proper use of the Secondary Education Board pamphlet

PHILLIPS ACADEMY

should enable parents to determine well in advance whether their boys are receiving adequate preparation for the Academy. Please note that Phillips Academy does not expect the study of a foreign language in grades six through eight.

Room Assignment and Matriculation Notices

Rooms are assigned to incoming students late in the summer, *in the order in which their admission applications are filed*. A notice regarding the opening appointments of the school year, together with various required forms, is sent in August to the parents or guardians of all successful applicants.

Parents are referred to the section on Health Supervision (pages 38-39) for the Academy's regulations regarding immunization against certain infectious diseases.

PLACEMENT REQUIREMENTS FOR EACH CLASS

The examinations ordinarily required for entrance to the four classes are specified below. Each candidate should take the examinations for which his previous work fits him, irrespective of the class groups in which the subjects are listed. All boys will write a diagnostic spelling test.

Junior Class

Boys of good scholastic ability and achievement should be able to enter the Academy when they have completed the work of the eighth grade and have reached the age of thirteen or fourteen. Attainment in their studies will be estimated from placement examinations in English* and mathematics.* Normally the

*Instead of its own placement examinations the Academy accepts certain examinations of the Secondary Education Board for candidates from those independent schools which make use of the Board's papers at the end of the school year. Boys admitted from these schools should notify the Admissions Office if they wish to make the substitution.

mathematics examination will cover arithmetic only (entrance to Mathematics 1B*) but an eighth grade boy whose course consists primarily of algebra should write instead the paper for entrance to Mathematics 1A,* covering both arithmetic and algebra through simultaneous linear equations.

Some acquaintance with a foreign language is helpful, although not essential. Boys who are currently studying Latin* or French* should so notify the Admissions Office and write the appropriate placement examinations.

Lower Middle Class

For entrance to the regular work of the Lower Middle year, placement examinations are required in algebra,* in English,* and in foreign languages* currently being studied. The work is described on pages 58-74. *In most instances the courses offered at Phillips Academy in the Junior year (ninth grade) cover considerably more ground than those given elsewhere at the same level. For this reason applicants are advised to note carefully the description of the Academy's Junior courses, and the sample examinations for entrance to English 2, Mathematics 2, and the second year of the appropriate foreign language, which will be sent upon request without charge. Extra preparation may be advisable.* Credit for the History and Science of the Junior year may be granted on the school record without examination.

Upper Middle and Senior Classes

Successful candidates for the Upper Middle and Senior Classes will write the Academy's placement examination for entrance to English 3 or English 4. Placement examinations for entrance to the second- and third-year levels of a foreign language will be

*Instead of its own placement examinations the Academy accepts certain examinations of the Secondary Education Board for candidates from those independent schools which make use of the Board's papers at the end of the school year. Boys admitted from these schools should notify the Admissions Office if they wish to make the substitution.

required of candidates planning to continue the language at the Academy. Examinations in other subjects may be required, depending on the courses taken and the quality of the applicant's record. Candidates must secure credits, by examination or certification, which cover the work of the Academy's lower years. Candidates who have taken or who expect to take College Boards should request the Board in writing to send the results to the Phillips Academy Admissions Office.

Post-Graduate Students

A limited number of well qualified secondary-school graduates are admitted each year. They write the Secondary School Admission Tests and the same placement examinations as Senior candidates. Candidates who have taken or who expect to take College Boards should request the Board in writing to send the results to the Phillips Academy Admissions Office.

ROOM EQUIPMENT AND CLOTHING

The Academy provides each student with bed and mattress, pillow, bed linen, one blanket, chiffonier, desk, desk-chair, easy chair, and rug. In the double rooms these items are provided for each occupant.

All boys are required to wear coats and neckties to recitations, meals, chapel, and Assembly. Various sport combinations, including clean khaki trousers, are permitted; but a suit with a white shirt and appropriate shoes is required for Sunday church and other formal occasions. All wearing apparel and personal effects should be plainly marked with the student's name.

All *protective* athletic equipment is furnished by the Academy. All other athletic equipment must be supplied by the boy. He is urged to bring along whatever he already possesses but *not* to purchase anything new before coming to school. Substantial savings

can be made on purchases through the Athletic Department. A limited supply of athletic shoes is available on a loan basis for scholarship boys.

The Academy does not issue a detailed list of necessary equipment, but in addition to the above, the following are suggested:

Two or three extra blankets or the equivalent.

Warm overcoat or jacket for the winter months.

Over-shoes or rubbers for the winter months.

DESCRIPTION OF COURSES

ART

INTRODUCTION TO ART. Two hours. One-half of the course, "Introduction to Art and Music", is devoted to the Visual Arts. The course, counting as two hours a week, is one of three options ordinarily required for members of the Upper Middle Class. Seniors, at the Academy for one year only, may take it as an elective. The purpose of the course is to provide a basis for making reasoned judgments in the visual field. Accordingly, the student is presented with facts concerning the structure and design of architecture, painting, sculpture and, to a lesser degree, the industrial and decorative arts. He is taught to recognize these facts when applied to cultural styles, both past and present. By analyzing certain monuments, he discovers how the style of each is related to the age in which it develops. Finally, he is shown how to use his own judgment about these monuments in terms of the earlier part of the course. Wherever possible, collections and exhibitions in the Addison Gallery are used for purposes of illustration.

STUDIO ART. Two hours. A limited group of Upper Middlers and Seniors are permitted to take instruction in drawing, painting, architectural layout, or clay modeling. In its emphasis on observation and in its effort to supply the basis for a critical understanding of contemporary surroundings, the purpose of this course is parallel to that of the lecture course. Four hours' studio work counts for two hours' credit, with no outside preparation required. Previous experience is not required for the course, but it presupposes an interest in working with materials and in problems of construction. The course seeks, through the development of control in drawing and in the use of color, to aid the student in organizing his observation and imagination. The work is adjusted to the experience and ability of the individual student.

ADVANCED ART. An advanced course in the Visual Arts is offered as an elective to students who have taken either the Introductory or a studio course. The full, or major, course, counting four hours a week, combines studio work and discussion. It is conducted by the project method, with the studio work in painting, architectural and industrial design, forming the basis for class discussion. Through special arrangement, the course is available for college entrance credit for students whose general record is of high grade and who have a special interest in the subject. Advanced work may be taken as a half course, counting two hours a week, consisting of both discussion in the classroom and participation in the studio.

ANATOMY

Two hours. Anatomy is primarily a lecture course intended to interest and instruct the student in the structure and physiology of the human body, in the laws of inheritance, and in the principles of eugenics.

ANTHROPOLOGY

Two hours. An elective offered by the Robert S. Peabody Foundation for Archaeology, the course is intended to present a brief consideration of the pre-history of Man in the New World. It is composed of lectures and reading on ethnological and archaeological subjects. The course is a general survey of the Americas before the coming of the whites.

BIOLOGY

Four hours. The course in Biology covers the fundamental characteristics of living things; the nutrition, growth, and reproduction of plants and animals; the physiology and hygiene of the human body; the influence of bacteria and other plants, insects and other animals on man's welfare; and the principles of heredity and evolution.

The class meets four times a week, three times for recitations and once for a laboratory period, with separate sections for Lower Middlers and for upper-classmen. The work in the laboratory includes careful training in the use of the compound microscope and in the recording of observations made. The text is Moon, Mann, and Otto's *Modern Biology* (Henry Holt).

CHEMISTRY

Four hours. Chemistry includes a study of matter and the changes that it undergoes. The preparation, properties, and uses of important elements and compounds are considered. Atomic structure and the periodic classification of the elements is studied in light of modern chemical theory. Special attention is given to modern concepts and to reasoning with them rather than to mere memorization of facts. Modern visual aids, originated on the campus, are used. Laboratory work is included in which modern techniques, sound scientific method, and reasoning are stressed. Classroom demonstrations, appropriate industrial processes, glimpses into significant historical events in science, and the social implications of science are included. Completion of the course meets the requirements of the College Entrance Examination Board examination, and furnishes a background for further study of chemistry in college. Texts: *Chemistry for Our Times*, 2nd ed., by Weaver and Foster (McGraw-Hill) and *Laboratory Introduction To Chemistry*, 2nd ed., by Weaver (McGraw-Hill).

CHEMISTRY S. Two hours. One class and two laboratory periods each week. The course is for students who have completed a course in elementary chemistry and who wish to advance to the level of first-year college chemistry. Class work includes review as well as new topics. Laboratory work stresses quantitative experiments.

CHEMISTRY X. Five hours. Equivalent of first-year college chemistry, for which recognition may be gained by an examination for college admission with advanced standing. May be taken with permission of the Chemistry De-

PHILLIPS ACADEMY

partment by able students who have made a high record in mathematics and physics. Laboratory work is chiefly quantitative. Text for 1955: *General College Chemistry*, by Scarlett and Gomez-Itáñez (Holt).

THE CLASSICS

The courses in Greek and Latin are arranged to provide a full four-year course in both languages. The Department hopes that a number of boys with Classical interests will elect four years of one language and three of the other. However, the pressure of modern times must make it advisable for most boys to take one ancient and one modern language. Such boys may elect either Greek or Latin in their first year. Those planning on a general education, on the advanced study of Romance languages, or on entering the Law, will naturally prefer Latin, but boys interested in literature, archaeology, philosophy, or medicine, might well choose Greek as their ancient language. It is no more difficult than Latin as a first language.

GREEK 1. Five hours. The course is devoted mainly to forms and the most essential principles of syntax. Chase and Phillips: *A New Introduction to Greek* (Harvard University Press) is used. To aid the memorizing of inflections and vocabularies there are daily exercises, both oral and written, enforced by incessant drill. During the second and third terms, work in the grammar is supplemented by lessons either from a very simple Greek Reader, or from the initial chapters of Xenophon's *Anabasis*.

GREEK 1-2. Five hours. The course is open to properly qualified Seniors and Upper Middlers. It covers in one year the essential material of Greek 1 and Greek 2. The texts are Chase and Phillips' *A New Introduction to Greek* (Harvard University Press) and Xenophon's *Anabasis*.

GREEK 2. Five hours. The second year is occupied with selections from Xenophon's Works and with some easy dialogue of Plato. Prose composition in Attic Greek is studied, the grammar is reviewed, and there is much work in sight translation.

GREEK 3. Four hours. The third year is spent mainly in reading selected books of the *Iliad* and the *Odyssey*. After the dialect is mastered, more attention is given to the literary side of the poems and to the translation of Homer at sight. When the ability of the class warrants, the *Alcestis* of Euripides is read.

GREEK 4. Four hours. The fall term will be devoted to selections from Herodotus, the winter to a play of Sophocles, the spring to selections from the Greek lyric poets.

GREEK T. Two hours. A Senior elective which studies the Greek Old and New Testaments.

LATIN 1. Five hours. The course is occupied with the mastery of such vocabulary, inflexions, and syntax as are covered in *Pearson's Essentials of Latin* (American Book Company). The course aims at a thoroughly dependable foundation for subsequent reading and study.

PHILLIPS ACADEMY

LATIN 1-2. Five hours. Boys who are not ready for Latin 2, but who make a high grade on the Advanced Latin 1 Entrance Examination, may be placed in Latin 1-2 and thus given an opportunity to complete two years of work in one. Those who pass the course successfully are given credit for two years of Latin. The course is reserved for boys who give evidence of high ability.

LATIN 2 (Caesar). Five hours. The aim of the course is to extend and build on the linguistic foundations laid in Latin 1. For this end, Books 1-4 of the Gallic War of Caesar, or equivalent amounts from a second-year book, are studied. There is continual practice in sight translation, prose composition and reading aloud. An attempt is also made to show the importance of Caesar in the history of his time.

LATIN 3. (Cicero). Four hours. The course has a threefold purpose. Linguistically it aims at teaching students to read Latin prose with increasing ease. Historically it tries to present a picture of Cicero's life and times and to compare and contrast his period with our own. Culturally it endeavors to assess the literary importance of Cicero, as the creator of a prose style which influenced the literature of Europe for centuries. Representative selections are read from the writings of Cicero, as well as passages from other prose authors. There is constant practice in sight translation and vocabulary.

Students who have done high honor work in Latin 2 and who intend to take only three years of the subject will be allowed to choose either Cicero or Vergil for their third year Latin.

LATIN 4. (Vergil). Four hours. The course attempts to cultivate a sympathetic appreciation of the essentials of good poetry. There is systematic training in sight translation and metre, with the object of enabling the student to read Latin poetry with some ease and with appreciation of its rhythmical quality. Selections from the *Aeneid* and from the work of Ovid and of other poets form the basis of the work.

LATIN H. (Horace). Two hours. Selections from the Odes of Horace are read and discussed. The thought and life of the poet's time are considered, and the relationship of his poetry both to the Greek lyric and to English lyric poetry is indicated.

LATIN COMPOSITION. No regular course is given, but special arrangements can be made for any student desiring work in advanced composition.

CONTEMPORARY AFFAIRS

Two hours. An elective course for Seniors on significant current national and international issues. The material includes the historical background of immediate outstanding problems, recent policies of the Great Powers, analysis of the operation of the balance of power, critical examination of the methods and objectives of Russian policy, and discussion of the various pressure areas in world affairs. Various texts are critically studied, including appropriate Headline Books of the Foreign Policy Association, Hessler's *Opera-*

PHILLIPS ACADEMY

tion Survival, Walter Bedell Smith's *My Three Years in Moscow*, Leland Stowe's *Conquest By Terror*, Chester Bowles' *New Dimensions of Peace*, Theodore H. White's *Fire in the Ashes*. Students are expected to read in current periodicals and to participate in discussions. Each student will write one major paper on a selected subject.

ELEMENTARY SCIENCE

Three hours. Designed to form an approach to the laboratory sciences which follow in the later years, and also to acquaint the student with information useful to any educated person, the course is based on a study of the earth. Most of the fall term is given to a survey of physical geology; this is followed by a study of the atmosphere from the points of view of biology, chemistry, and physics. The course ends with a consideration of the consequences of the shape and motions of the earth.

ENGLISH

The courses in English aim to teach students to think logically, to speak and write clearly, to read with comprehension and appreciation, and to develop discrimination and taste in the judgment of books.

Courses at all levels include frequent practice in speaking and writing, close reading, sustained attention to problems of syntax and rhetoric, the study and discussion in class of the chief literary types, and wide collateral reading.

Sections vary in size from ten to fifteen. After the Junior year particularly able boys are assigned to honors sections and encouraged to develop their special literary aptitudes. Classroom teaching is supplemented in each year by conferences.

In addition to assigned reading, students do collateral reading which is guided by the English teacher. In each course students are encouraged to do original writing of story, poem, and essay. The Department sponsors a series of prize competitions to stimulate interest in original writing.

There are two elective courses for those students who have completed four years of English, one a course in composition, the other a course in American literature.

The following course descriptions list representative texts studied in each year. In the two upper years the choice of texts is left largely to the individual teacher.

ENGLISH I. Five hours. The work of the course includes (1) a review of grammar, drill in spelling and punctuation; (2) the study in class of selected short stories, a novel, a play, selected essays, selected narrative and lyric poems; (3) composition, beginning with a study of paragraphs and proceeding to the writing of simple expository, narrative and descriptive themes; (4) instruction and drill in the rudiments and techniques of oral expression.

A departmental examination is given at the end of each term. Representative texts are *Story Essay*, edited by McClay and Judson (Holt), *Richard II*, *A Tale of Two Cities*, *Great Expectations*, *Alice in Wonderland*, *Pilgrim's Progress*, *Aesop's Fables*, *A Pocket Book of Verse*.

PHILLIPS ACADEMY

ENGLISH 2. Four hours. The work of the course includes (1) a review of grammar, drill in spelling and punctuation; (2) a study of syntax; (3) elementary study of rhetoric; (4) practice in close-reading; (5) composition, chiefly expository and the personal essay; (6) the reading and discussion of literature: the short story, the novel, drama, poetry, and the familiar essay.

A departmental examination is given at the end of each term. Representative texts are *Great Short Stories*, Schramm, *David Copperfield*, *Main Street*, *Jane Eyre*, *Arms and The Man*, *The Rivals*, *Henry IV (Part I)*, *Poems for Enjoyment*, edited by Lieberman (Harper), *English Handbook*, edited by Bailey and Horn (American Book Co.).

ENGLISH 3. Four hours. The class hours are divided between the study of literature and composition. Fiction, drama, the essay, poetry, and biography are examined in classical and modern texts with particular emphasis upon explication and discussion. Homer's *Odyssey* is read by all sections.

There are frequent long themes and class papers, and special attention is given to practical problems of syntax and rhetoric.

Representative texts are *Far from the Madding Crowd*, *Victory*, *Gulliver's Travels*, *Ethan Frome*, Peterson's *Notes on The Odyssey*; plays of Shakespeare, Sheridan, Shaw, O'Neill, Wilder; the poems of Browning, Williams' *The Pocket Book of Modern Verse*, Untermeyer's *A Concise Treasury of Great Poems*.

ENGLISH 4. Four hours. The course gives training on an advanced level (1) in the reading and discussion of literature, chiefly English and American; (2) in close reading of selected passages of prose and poetry; (3) in logical thinking; (4) in composition and rhetoric. The course seeks to stimulate active and thoughtful class discussion of the assigned reading, to establish criteria for judging books, and to develop literary taste. There is continuing practice in writing, including critical essays, term papers, and original work.

Representative texts are Homer's *Iliad*, Hardy's *The Return of the Native*, Hawthorne's *The Scarlet Letter*, Hemingway's *A Farewell to Arms*, Fitzgerald's *The Great Gatsby*, Conrad's *The Nigger of the 'Narcissus'*, Sophocles' *Oedipus the King* and *Antigone*, Ibsen's *Ghosts*, Shakespeare's *Hamlet*, *Othello*, and *King Lear*, Shaw's *Saint Joan* and *Caesar and Cleopatra*, Thoreau's *Walden*, Dean's *Essays* (Harcourt, Brace), Williams' *A Little Treasury of Modern Poetry* (Scribner), Untermeyer's *The Book of Living Verse*.

ENGLISH 5. Four hours. An elective course in American Literature open to students who have successfully completed four years of secondary-school English or who have otherwise demonstrated ability to do advanced work in English. The anthology for class use is *A College Book of American Literature*, edited by Ellis, Pound, Spohn, and Hoffman (American Book Co.).

ENGLISH 5C. Four hours. An elective course open to students who have successfully completed four years of secondary-school English but who desire further training in composition. Extensive writing of both outside and class papers is the main business of the course. Much of the writing is based on a study of models in Haines's *Problems in Prose*. In addition there is both extensive and intensive reading within one literary period, Romantic, Victorian, or Modern.

PHILLIPS ACADEMY

*FRENCH

The French Department offers a continuous five-year course, conducted exclusively in French, in which the emphasis is laid on the acquisition of the four skills outlined in Dr. Emile de Sauzé's famous "Cleveland Plan." Students are taught to understand the written and the spoken word, and to express themselves in French both orally and in writing. English is at no time used in class. The entire program is based on learning French as a living language, approximating as closely as possible, within the restrictions of the classroom, the same conditions for learning a foreign language as exist for learning English.

Reading texts are imported from Canada or from France, in their original form, without English footnotes or vocabulary. Each student must provide himself with a French dictionary (Larousse: *Dictionnaire des Débutants*), since he is taught to learn the meanings of new words from words already understood, and not by memorizing English equivalents.

Students who at the end of their first term of French 1 show above average aptitude for the language are placed in special sections. These meet no more often than the regular sections and have the same length assignments but move ahead more rapidly and receive credit for four units of French at the end of three years.

FRENCH 1. Five hours. Text: Robin & Bergeaud, *Le Français par la méthode directe*, Book I (Hachette, Paris), Lessons 1-45.

FRENCH 1—SPECIAL. Five hours. An exclusively aural-oral course, with nine class meetings weekly, no texts, no assignments outside of class, five different teachers. Much use is made of audio-visual aids, slides, movies, tapes. Open to all beginners who have had no previous contact with the language. Successful completion enables students to take a special French 2, where they learn to read and write, which in turn enables them to take a regular French 3. This approach is designed to put into effect the most modern and effective language-learning techniques.

FRENCH 2-A. Five hours. Texts: Robin & Bergeaud, Book 1, completed; Book II, Lessons 1-25.

FRENCH 2-B. Five hours. For new students not accustomed to the Andover method. Those who pass are admitted to French 3. Texts: Robin & Bergeaud, Book I complete, Book II, Lessons 1-25. Rat et Vallée, *Contes et récits des écrivains du XIXe siècle* (Ferrand Nathan, Paris).

FRENCH 2-X. Five hours. For those who received credit in French 1 Special. Successful completion enables a student to enter French 4 but gives only the same unit credit as French 2.

FRENCH 3. Four hours. Texts: Robin & Bergeaud, Book II, completed. Ledéserf *La France* (D. C. Heath). Martin, *Auteurs français* (Masson et Cie., Paris).

*See footnote on page 73.

PHILLIPS ACADEMY

FRENCH 4. Four hours. Texts: G. Lanson-P. Tuffrau, *Histoire de la Littérature Française* (Hachette). Schinz, Robert, Giroud, *Nouvelle anthologie française* (Harcourt Brace). Readings from standard French authors, Racine, Molière, Voltaire, Balzac, Flaubert, etc.

FRENCH 5. Two hours. For students who have credit for three years of French but whose programs do not permit a four-hour course. Texts: Picard & Black, *Manuel de conversation française* (D. C. Heath). Gibson, *Causeries*, (Henry Holt).

FRENCH 5C. Two hours. An advanced conversational course.

FRENCH 5L. Two hours. An outline of French literature. Lectures and reading.

Note: French 5C and 5L taken together constitute a major course. Successful completion of French 4 is a prerequisite.

*GERMAN

The German Department offers a five-year course with the following objectives: (1) a sound grammatical foundation, (2) reading fluency, and (3) the ability to speak and write the language correctly. In addition, the course is intended to stimulate the students' interest in the life and customs of the German people and in German literature and art.

From the beginning of the first year, German is gradually introduced as classroom language, and is used exclusively after the second year.

The department offers an accelerated course for students who have proved to be exceptionally able in German 1. Such students may enter German 4 after successful completion of German 2X and receive four units of credit after three years.

GERMAN 1. Five hours. Mastery of the fundamentals of grammar, accurate pronunciation, and a basic vocabulary are the goals. The texts used are selected to increase the students' reading ability and to stimulate their interest in German as a living language.

GERMAN 2. Five hours. The aims of the course are an increased vocabulary and advanced speaking and reading ability. Two short novels and a collection of short stories serve as an introduction to modern German prose and everyday language. A thorough review of the grammar and exercises in composition are continued throughout the year.

GERMAN 1-2. Six hours. The course is designed for qualified seniors only who wish to complete in one year the material covered in German 1 and 2. It follows approximately the outline of those two courses.

GERMAN 2X. Five hours. An accelerated course for qualified students, covering material of both German 2 and German 3. Successful completion enables a student to enter German 4 but gives only the same unit credit as German 2.

*See footnote on page 73.

PHILLIPS ACADEMY

GERMAN 3. Four hours. The first term is devoted chiefly to the reading of a modern German play, Zuckmayer's *Des Teufels General*, and to the study of grammar and rhetoric, for which the text is Neuse's *Deutscher Sprachgebrauch*. In the second term the class studies German poetry and makes a brief study of German newspaper style. Each student gives many short talks in German. The third term is used for the study of German prose by such authors as Stifter, Mann, Rilke, and Hess. A thorough analysis of German literary style is made. The text is Fleissner and Fleissner, *Die Kunst der Prosa*. Outside reading is required in each term. Classes are conducted in German.

GERMAN 4. Four hours. The course serves as an introduction to German culture from the Middle Ages to our time, with emphasis on the 19th and 20th centuries. It is based on various selections of German poetry and prose, e.g. Goethe, *Urfaust*; Kleist, *Der zerbrochene Krug*; Eichendorff, *Aus dem Leben eines Taugenichts*; Büchner, *Woyzeck*; Storm, *Der Schimmelreiter*; Hauptmann, *Bahnwärter Thiel*; Zweig, *Angst*; Mann, *Tonio Kröger*. Extensive use is made of recorded music and reproductions of German art. Classes are conducted in German. Outside reading is required.

GERMAN 5. Four hours. The literary works read in the course serve as a means of understanding the origins of contemporary Germany. First term: Goethe and his age. Second term: 19th century, romanticists and realists. Third term: trends of the 20th century.

GERMAN S. Two hours. For qualified students of the senior class who wish to continue German as a minor subject, the course is designed as a means of keeping in contact with the language. Contents vary according to the needs of the students.

GREEK (See *The Classics*)

HISTORY

The courses in History have two purposes. They are arranged to provide information in company with other subjects of study. They are developed consecutively to give increasing experience in precision of thinking and to train students in logical expression of what they know. During the first two years, the system defers to the immaturity of the students, stressing the narrative and pictorial; it moves towards the analytical and abstract only in the Upper and Senior years. The first-year course relies upon textbooks for students. Subsequent courses use both individual and reference texts and historical works of maturity. All courses use materials in the Art Gallery and the Library.

HISTORY 1. GREECE AND ROME. Three hours. The course is designed to introduce the students to the study of history, the sources, origins, and early development of Western civilization. It commences with the well-springs of our civilization, Egypt, Palestine and Crete, emphasizing variously the fields of politics, art, literature, religion and geography as they may successfully appeal to Juniors. Particular attention is paid in the first term to methods of study to

help the boys adapt themselves to a new school, to new and higher standards of workmanship. Emphasis is placed on note-taking and writing.

By the middle of the Fall Term the boy should be able to handle the mechanics of study. He can now give more attention to the main theme of the year, the study of Greek and Roman history. Political affairs are studied essentially as a foundation for many of the achievements of the times, and as a contrast to and in comparison with the present. The major interests of the course are the cultural influences of the Greeks and Romans, the spread of Greek thought and ideas by the Macedonians, and Rome's contribution in bringing Hellenistic culture to mediaeval Europe.

Throughout the course the student widens his mental horizons and is made aware of today's heritage from the classical past.

HISTORY 2. CIVILIZATION OF EUROPE: RISE AND DEVELOPMENT. Four hours. The students are here introduced to the history of Western Europe, from the end of Roman domination to the period of Napoleonic ascendancy.

Students examine the development of European peoples as they grow from tribal units into nations; they trace economic changes from feudal society to the beginnings of capitalism; they become acquainted with such contributions to culture and politics as the Church, the Reformation, and nationalism; and they begin to understand the development and conduct of international affairs.

It is one purpose of the course to teach students a sense of continuity in European political, social, and economic institutions, so that the boy will appreciate his heritage from the past, and begin to develop a capacity to reason and to relate the past with the present.

A work book is specially prepared for the course, and the student learns to take adequate notes. The course is based on one text, with additional use of reference works in the library. Visual aids dramatize significant events; historical novels supplement textbook reading for those interested.

HISTORY 3. ENGLAND AND THE BRITISH EMPIRE. Four hours. The study of British affairs is the main theme of the course because the history of Great Britain provides the background for an understanding of many present national and international issues.

The purpose of this year's work is to introduce the student to mature examination of historical problems and evidence. The basis of study is a work-book designed to train the student to use several reference texts and the facilities of the Library. He is taught to make concise notes from specific references, encouraged to participate in class discussion, to draw conclusions from facts and events, and to develop a sense of perspective. To these ends the course is organized topically, each topic a unit of work that develops a main issue.

The student examines such topics as the 17th century struggle for personal liberty in England, the use of money and banking in modern society, the establishment and loss of Britain's mercantile empire in North America, the influence of industrialization upon domestic and foreign affairs, and the recurring examples of balance of power in international politics. Although approached primarily through the history of Great Britain, the topics are the universal political and economic issues of security for the individual and the nation, the problems of empire, national independence, and attempts at the maintenance of peace.

PHILLIPS ACADEMY

HISTORY 4. THE UNITED STATES. Five hours. This final course opens with the American Revolution and proceeds through the transition from Confederation into Federal Union, from conflict and division to reunion, and the growth of the United States as a world power. It closes with events of the present time. It surveys the westward movement, the plantation system, the development of industry, the labor movement, and the foreign policy of the American government.

Although public affairs are the central theme, stress is placed upon geographical, economic, social, and governmental problems; the careers of eminent men are examined in relation to these problems. Much attention is given to historical decisions of the Supreme Court. Matters of literary, intellectual, religious, and philosophical import are indicated but not stressed.

LATIN (See *The Classics*)

MATHEMATICS

MATHEMATICS 1B — First Year Algebra. Five hours. The course provides an intensive study of the procedures of elementary algebra through the solution of quadratic equations. Texts: Shute, Kline, Shirk, and Willson's *Elementary Algebra* (American Book); Sanborn, Nason and Sides' *First Year Exercises in Algebra with Reviews and Examinations* (Department of Mathematics — Andover).

MATHEMATICS 1A — First Year Algebra. Five hours. The prerequisite of the course is an elementary knowledge of algebra through the solution of simultaneous linear equations of two unknowns. The texts are those used in Mathematics 1B.

MATHEMATICS 1-2. Two Years of Algebra. Five hours. For able students who normally would be candidates for first year algebra but who on the basis of satisfactory records and admission examinations are permitted to enter a section which in one year completes both Mathematics 1 and Mathematics 2. Texts: Mergendahl and Walter's *Intermediate Algebra* (Appleton-Century); Tower and Sides' *Reviews and Examinations in Algebra* (Heath).

MATHEMATICS 2—Second Year Algebra. Four hours. The course presumes thorough grounding in at least one year of algebra. A careful review is made of the topics covered in Mathematics 1A with applications to more difficult exercises and problems, followed by a study of intermediate algebra through logarithms and progressions as presented in Mergendahl and Walters' *Intermediate Algebra* (Appleton-Century). Some work is done in elementary analytic geometry. Additional material is provided from Tower and Sides' *Reviews and Examinations in Algebra* (Heath).

MATHEMATICS 2X. Five hours. For the able student after completion of either Mathematics 1B or Mathematics 1A. The course progresses more rapidly than Mathematics 2 and, by the end of the Upper Middle year, completes Mathematics 2, Mathematics 3A and Mathematics 4. In the Upper Middle

year the section is known as Mathematics 4X. Mathematics 2X is also open to selected students entering the school as Lower Middlers. Students who successfully complete both Mathematics 2X and Mathematics 4X are prepared to take Mathematics 5 or some other elective in their Senior year. The books used in this set of courses are those used in Mathematics 2, Mathematics 3A, and Mathematics 4.

MATHEMATICS 3A—Plane Geometry and review of Algebra. Five hours. This is the regular course in Mathematics 3, in which plane geometry is started and finished. The course is for students who have completed college entrance requirements in two years of elementary and intermediate algebra.

The course covers a program of study as presented in Wells and Hart's *Progressive Plane Geometry* (Heath). A comprehensive study of originals, numerical exercises, constructions, and loci is also provided in Tower and Sanborn's *Exercises in Plane Geometry* (Andover Press). An extension is made of the analytic geometry of the preceding year. The supplementary work in algebra is covered with the use of Tower and Sides' *Reviews and Examinations in Algebra* (Heath).

MATHEMATICS 3B—Second Year Algebra and review of Plane Geometry. Five hours. This is a course for incoming students who have completed college entrance requirements in plane geometry and who have done one year of work in algebra similar to Mathematics 1A or 1B. It includes a review of the topics of elementary algebra, a study of intermediate algebra through logarithms and progressions, and a review of the fundamentals of plane geometry.

The textbooks in use are Mergendahl and Walters' *Intermediate Algebra* (Appleton Century), Tower and Sides' *Reviews and Examinations in Algebra* (Heath), Shute-Shirk-Porter's *Plane Geometry* (American Book), and Tower and Sanborn's *Exercises in Plane Geometry* (Andover Press).

MATHEMATICS 4—Trigonometry, Solid Geometry, and Advanced Algebra, with some work in Modern Mathematics. Five hours. The prerequisite of the course is the satisfactory completion of one of the Mathematics 3 courses or its equivalent. The course includes the study of trigonometry, theory and use of logarithms, solid geometry, selected topics in advanced algebra, and introductory study in Modern Mathematics. The text books in use are Granville-Smith-Mikesh's *Plane Trigonometry and Tables* (Ginn), Hart's *Progressive Solid Geometry* (Heath), Edgerton and Carpenter's *Advanced Algebra* (Allyn and Bacon), and Smith-Fagan's *Mathematics Review Exercises, Third Edition* (Ginn).

MATHEMATICS 4X. Five hours. For details of this course, reference should be made to Mathematics 2X; Mathematics 4X is the succeeding course.

Completion of the course meets the college requirements for two units of credit in elementary and intermediate algebra, one unit of credit in plane geometry and one unit of credit in advanced mathematics.

MATHEMATICS 5—Analytic Geometry and Differential and Integral Calculus. Four hours. This course in analytic geometry and the calculus corresponds to the mathematics of the freshman year in university and college. It is open to those who have completed the usual preparatory school courses in

PHILLIPS ACADEMY

mathematics, and to others of unusual aptitude who can take such a course concurrently with Mathematics 4. The text used is *Analytic Geometry and Calculus* by Longley-Smith-Wilson (Ginn). Completion of the course affords the opportunity to qualify for advanced placement in college mathematics.

MATHEMATICS T—Plane Trigonometry. Two hours. An elective course restricted to Seniors and non-returning Upper Middlers who are unable to schedule Mathematics 4. The course is a thorough presentation of plane trigonometry. The text books in use are Granville-Smith-Mikesh's *Plane Trigonometry and Tables* (Ginn) and Smith-Fagan's *Mathematics Review Exercises, Third Edition* (Ginn). Completion of this course meets the college requirements for one-half unit of credit.

MECHANICAL DRAWING

Two hours. An engineering drafting course which includes the use of drawing instruments, lettering, geometric constructions, orthographic projection, isometric projection, intersection of surfaces, development of surfaces, sectioning, and working drawings. Especial stress is laid on a thorough mastering of the fundamentals. Students of exceptional ability are given an opportunity to do more advanced work or are given problems in keeping with the course to be pursued after entrance to college. The text in use is French and Vierck's *Engineering Drawing*—Eighth Edition (McGraw-Hill), supplemented by sound motion pictures and film strips.

MUSIC

CHORUS, CONCERT BAND, ORCHESTRA. Each of these is a minor course not requiring outside preparation but counting for two hours of academic credit. Each meets four periods a week, two afternoons at 3:55 and two evenings between 6:40 and 7:45. Upper Middlers may substitute any one of the three courses for the required Art and Music minor. With the approval of the Class Officers Committee, members of the other classes may elect any one of the three courses as a minor course, *in addition to* the minor course normally required in each year. Volunteers, not enrolled in the courses for credit, may join the evening sessions of such courses as an extracurricular activity.

INTRODUCTION TO MUSIC. Two hours. The second half of the course "Introduction to Art and Music" is devoted to music. The course is ordinarily required of all members of the Upper Middle Class, with the exception of those students who are permitted to take Music Appreciation, private instrumental or vocal lessons, Orchestra, Chorus, Concert Band, or Studio Art. The development of musical thought is studied in order to give the student an acquaintance with the strengths and weaknesses of all types of music, and to give him a greater understanding and enjoyment of serious music. The evolution of American music from folk music to today's symphonies is studied, as well as program music and symphonies of the romantic and classical schools. The subject matter is illustrated with recordings.

MUSIC APPRECIATION. Two hours. The course is basically a history of music with added consideration of the development of musical form and orchestration. Recordings are used extensively for study and classroom illustrations. Open to Seniors as an elective, and also to qualified Upper Middlers.

HARMONY. Two hours. The course equips the student with a knowledge of basic harmonic structure, and enables him to harmonize a melodic line in traditional four-part fashion. An ability to read music is prerequisite for the course.

PRIVATE INSTRUMENTAL AND VOCAL LESSONS. Two hours. Weekly instruction in keyboard, orchestral, and band instruments or in the voice may be counted as a two-hour course. One half hour of instruction is to be supplemented by four hours of practising. Lessons are offered to members of the school orchestra and band at a fee of one dollar a lesson. For advanced students arrangements are made for a teacher to come out from Boston. For piano and organ students there is a separate charge of \$100 per year for weekly half-hour lessons, and \$200 for weekly hour lessons. The charge for voice lessons is comparable. A staff of distinguished teachers is available for such instruction.

MUSIC MAJOR. Four hours, which may be gained by the combination of any two music courses, except that the Orchestra, Chorus, and Concert Band courses may not be so combined with each other.

BEGINNERS' BAND. Any student who wishes to learn to play a brass, woodwind, or percussion instrument will be loaned an instrument and may receive group instruction in the Beginners' Band, at no expense to the student. It is assumed that members of this group are interested in eventually joining the advanced Band groups.

NAVIGATION

Two hours. Open to students who are taking Mathematics 4, or who have had that course or its equivalent. The textbook used is Dutton's *Navigation and Nautical Astronomy* (1951 Edition). The course consists of a term's work in each of the fields of piloting, nautical astronomy, and celestial navigation. Emphasis is placed on the practical application to surface navigation. During the latter part of the year the opportunity to cruise is offered to members of the class.

PHILOSOPHY

Two hours. The course offers a fairly intensive study of a few central problems of metaphysics. The interdependence between metaphysical views and ethical and political attitudes is stressed, though the study of ethics and politics is not pursued so intensively as that of metaphysics. Much of the reading of the fall term is in Plato; thereafter, the chief text is Joad's *Guide to Philosophy and Metaphysics*. During the latter part of the spring term it is customary to study all, or part, of a book by a relatively recent or contemporary philosopher: for example,

PHILLIPS ACADEMY

Santayana, Whitehead, Langer. The final assignment is a paper requiring the student to attempt a synthesis of his views on some of the chief problems explored in the course.

PHYSICS

Four hours. The course completes the requirements for entrance to college and prepares the student for further work in this or related fields. The textbook used is Brown and Schwachtgen's *Physics, The Story of Energy* (D. C. Heath). By means of lectures, recitations, experimental demonstrations, and the solution of numerical problems, the student is taught not only the fundamental principles of physics, but also the elements of scientific method. Reference is made where possible to the implications and effect on current thought of recent advances. In the laboratory about thirty quantitative experiments are performed, for training in manipulative techniques and also to illuminate the methods of attack used in scientific investigation. The use of the slide rule is taught and required.

PHYSICS S. Two hours. Open to Seniors who have completed a year of Physics. The course, during the fall and winter terms, consists of a review of elementary physics but new work, particularly in mechanics, is taken up as the review progresses. During the spring term the work is entirely new and covers various aspects of atomic physics, such as a treatment of the fundamental particles of matter by means of a study of the mechanics of gases, as well as a study of the fundamental particles of electricity. There is a brief discussion of the quantum theory if time allows.

PUBLIC SPEAKING

Two hours. In the courses in English, oral reading and speaking form part of the work of the first two years.

In the Senior year an elective course provides training in the delivery of memorized selections, in expository speeches, and in debating and some parliamentary procedure. In the speeches emphasis is placed on worth of material, clearness of thinking, and on effectiveness of delivery. The texts used are *Basic Principles of Speech*, by Sarret & Foster (Houghton-Mifflin); *Parliamentary Procedure*, by Reeves (Heath).

RELIGION

BIBLE 1. Two hours. The course traces the development of the most important religious concepts of the Old and New Testaments. It gives students an acquaintance with the finest passages of the Bible, the outstanding characters, the individual Books and their messages, and a sense of the progressive discovery and revelation of religious truth. The course is given to all members of the Lower Middle Class.

BIBLE 2. Two hours. No prerequisite. An elective course for Uppers and Seniors, who wish to make a more intensive study of the Old and New Testament Scriptures than that offered in the Lower Middle Year.

PHILLIPS ACADEMY

RELIGION. Four hours. An elective course for Seniors. It includes a term's study of eleven living religions of the world and their sacred writings. The second part of the course is devoted to a study of the New Testament. The third term's work includes study and discussion of the basic doctrines of the Jewish and Christian faiths.

RUSSIAN

Two hours. An elementary course designed to acquaint students with the principal features of the Russian language through intensive exercises in pronunciation, reading, and writing. A Senior minor elective, but open only to able students with considerable background of foreign language study. Texts: Fayer & Pressman, *Bondar's Simplified Russian Method*, 7th edition (Pitman Co.); *Graded Russian Readers* (Heath).

SOCIAL PROBLEMS

Two hours. An elective for Seniors, the course is a study of the basic social problems confronting any organization of society, with attention given to certain important contemporary social movements.

*SPANISH

The Department of Spanish offers a continuous course, covering four years, in which the emphasis is laid upon fluency and clarity of oral expression and an ability to read and write the language with understanding and appreciation.

Students who at the end of their first term of Spanish 1 show above average aptitude for the language are placed in special sections. These meet no more often than the regular sections and have the same length assignments but move ahead more rapidly and receive credit for four units of Spanish at the end of three years.

SPANISH 1. Five hours. The beginning course gives an adequate grammatical background and gradually abandons the mother tongue as the year progresses. The students are trained to express themselves in simple, idiomatic Spanish. The texts are *Spanish for Conversation* by Leslie (Ginn) and *Cuentos y Risas*, by Leslie (Oxford), with additional reading at appropriate levels.

SPANISH 1-2. Six hours. The course is designed for qualified seniors who wish to complete in one year the material covered in Spanish 1 and 2. The basic texts are *Everyday Spanish* by Picazo de Murray (Mexico City College

*In choosing a modern foreign language the student should bear in mind not only his college's requirements for admission but also the use he will make of the language in college. Some colleges require a certain amount of French or German, completed in school or college or both, for the bachelor's degree; and these languages are needed in some college and graduate courses. For advanced degrees French or German or both are usually required.

PHILLIPS ACADEMY

Press), *Repaso* by D. Walsh (Norton), and *Cuentos Americanos* edited by D. Walsh (Norton).

SPANISH 2. Five hours. A continuation course, placing more emphasis on reading and vocabulary building, including the use of synonyms and antonyms. Oral drill is stressed with emphasis on extemporaneous speaking. *Un Viaje por España* by Crawford (Holt) is used together with such readers as *Cuentos Americanos* edited by D. Walsh (Norton) and *Vida y Hazañas de Juan Belmonte, Torero*, edited by Bourland and Helman (Norton).

SPANISH 2X. Five hours. Open to students who have completed Spanish 1 with high honors. It covers the material of Spanish 2 and Spanish 3. Successful completion enables a student to enter Spanish 4 but gives only the same unit credit as Spanish 2.

SPANISH 3. Four hours. An advanced course which continues to develop oral and aural skills as well as practice in written composition. The courses are conducted in Spanish. The main texts, supplemented by additional readings, are *Repaso* by D. Walsh (Norton); *Pensativa* by Goytortúa (Appleton-Century-Crofts); and *Cuentos Criollos* edited by G. Walsh (Heath).

SPANISH 4. Four hours. The course aims to develop an appreciation of Spanish culture through the centuries in the entire Hispanic world. It presupposes a rather extensive knowledge of grammar and vocabulary and a fairly fluent conversational ability. Constant use of the Spanish language in the classroom discussions and written assignments is required. Frequent reference is made to all available types of illustrative material or *realia*. The basic text is Ugarte's *España y su Civilización* (Odyssey Press) for cultural and historical background. Among the literary works read in the course are Uslar Pietri's *Las Lanzas Coloradas* (Norton) and *Tierra* by Lopez y Fuentes (Ginn & Co.) and *La Barraca* by Blasco-Ibáñez, as well as selections from the masterpieces of Spanish literature, to be found in such anthologies as *Representative Spanish Authors* edited by Pattison (Oxford).

SPANISH 5. Two hours. A minor course open to those who have completed four years of Spanish. Outstanding literary works are studied and their position in Spanish history and literature is discussed.

SPANISH S. Two hours. A minor course open chiefly to seniors who have had three years of Spanish. It is designed to keep them in contact with the language before they continue its study in college and is conducted entirely in Spanish.

BUILDINGS AND EQUIPMENT

GROUNDS

The Main Campus is composed of three focal points: the Memorial Tower, Samuel Phillips Hall, and The Cochran Chapel. North and south across the main campus runs the Elm Arch, an avenue of trees planted early in the last century and now resembling the aisle of a cathedral. Bisecting this, the broad Vista slopes from Samuel Phillips Hall gradually to the west and the New Hampshire hills beyond. On the main campus are situated most of the older Academy buildings, largely of brick with stone trimmings in the Georgian Colonial style. These have been used in some degree as models for the newer structures, but the genius of the modern architects, Guy Lowell, Charles A. Platt, and Perry, Shaw, and Hepburn, has modified the original type and secured variety in unity.

The Brothers Field (1900) was enlarged in 1924. Its fifty-five acres, close by the gymnasium, comprise the regular playing fields of the Academy. Its facilities provide five football fields, five baseball diamonds, four soccer fields, the running track, hockey rinks, and many tennis courts. Brothers Field originated with a gift of land by George B. Knapp, Class of 1854, in memory of his brother, Arthur Mason Knapp, a teacher in the Academy, 1863.

The Old Campus and other fields are also used for baseball, football, soccer, and tennis.

The Moncrieff Cochran Sanctuary (1929), comprising about ninety acres, is the gift of Thomas Cochran, class of 1890, who planned and developed it to manifest the beauty and interest of wild nature. Within its enclosure are two ponds frequented by wild ducks which stop there in passage. Ducks, pheasants, and other birds breed there in great numbers. At the highest point of

land is a log cabin, and at spots of particular beauty stone seats have been erected: one to the memory of the late Professor Charles H. Forbes, Acting Headmaster; another to the memory of Augustus Porter Thompson, of the class of 1892, and his son, Augustus Porter Thompson, 3rd, of the class of 1928; a third to the memory of Thomas Cochran, of the class of 1890; and a fourth in memory of Elizabeth Goodhue Fuess. The Sanctuary was given in memory of Moncrieff Mitchell Cochran, of the class of 1900.

SPECIAL BUILDINGS

The Addison Gallery of American Art (1930) was established in memory of Mrs. Keturah Addison Cobb, "to enrich permanently the lives of the students of Phillips Academy, by helping to cultivate and foster in them a love for the beautiful." The original gift included important objects of American art with endowment for the maintenance and operation of the building, and a small fund for additional purchases.

It is the aim of the Addison Gallery to serve as a center where students in Phillips Academy, and outside visitors, may develop their cultural interests. To this end, frequent loan exhibitions are held throughout the year. Some are directly related to the courses in the school curriculum; others are of general interest. The introductory courses in Art and Drawing and Painting are held in the Gallery, which is also the center of voluntary work during spare time. Closer correlation with other courses is being sought through the collection and circulation of material for classroom exhibitions.

In addition to its activities as a part of Phillips Academy, the Addison Gallery is always open to the general public and offers educational opportunities to schools and organizations in the neighboring communities.

The nucleus of the present collection of American paintings was

presented to Phillips Academy in 1928 by several friends of the school. The collection, now including nearly two thousand items, is recognized as among the outstanding specialized collections in the country. Allston, Copley, Morse, Stuart, West and others represent the Colonial period. Of especial importance among the many paintings of the nineteenth century are examples by Cole, Doughty, Eakins, Homer, Inness, LaFarge, Ryder, Twachtman, Whistler. The early part of the present century is shown in the work of such men as Bellows, Davies, Demuth, Hassam, Hopper, Luks, Marin, Prendergast and Sloan. Recent acquisitions of contemporary paintings, sculpture, prints, and drawings complete an exceptionally well-balanced collection.

Models of American ships, built to uniform scale, are also installed in the Addison Gallery. This collection forms a comprehensive survey of American shipping in the sailing era, with a few examples from the present day. In addition to a collection of 18th Century American silver, that of the James B. Neale bequest, received in 1946, selections of furniture, glass, and pewter of the Colonial period from the Mabel Brady Garvan Collection at Yale University are on permanent exhibition.

Among recent publications of the Addison Gallery are three books: "Search for the Real", 1948; "Layman's Guide to Modern Art", 1949-54; "The Naked Truth and Personal Vision", 1954, based on special exhibits arranged in connection with the Upper Middle course in Art. All are simply written and intended for adult as well as for student readers.

An Art Film Library of some two dozen titles was established in 1954 to service schools and colleges in New England, as well as the Academy community.

The Gallery is open on week days from 9 A.M. to 5 P.M. and on Sundays from 2:30 to 5 P.M.

The Oliver Wendell Holmes Library (1929) was given by Williams Cochran, class of 1895, Moncrieff M. Cochran, class of

1900, and Louise Cochran Savage. It was named in honor of the poet and physician, a member of the class of 1825.

The early library of Phillips Academy numbered but a few volumes. Some of these are preserved in a separate collection as the Library of 1819, composed for the most part of Latin texts, lexicons, editions of the classics, orations, and sermons. There are 71,625 volumes today, carefully distributed among the humanities and sciences, catalogued according to the Dewey system with cards from the Library of Congress, and superbly housed in a Georgian building equipped with stacks, work-rooms, studies, an exhibit hall, reference and reading rooms, all that goes to make a library complete.

Particular treasures of the Library are an original elephant folio of Audubon's *Birds of America* and contemporary accounts of John Paul Jones, given by Thomas Cochran of the class of 1890; papers and books of the poet, Oliver Wendell Holmes, for whom the Library is named; part of the library of Guy Lowell, architect of many of the Academy's buildings; a notable collection of 247 volumes on English Public Schools; the Mercer Collection on sports; publications by graduates and memorabilia of the Academy; classics given in memory of Allen R. Benner; "O.S.S. Maps" presented by General Donovan; Early Americana given by Nelson S. Taylor of the Class of 1900; an historical map of the Academy by Stuart Travis in the Freeman Room. Rare Vergiliana, gathered by Charles H. Forbes, and a handsomely bound collection of French literature, selected by Charles A. Parmelee, are kept in separate rooms open to all who may be interested.

The Library is open Monday to Friday from 8 A.M. until 9:45 P.M., except for the period 5 to 6:15 P.M.; Saturdays from 8 A.M. until 6 P.M.; and Sundays from 2:30 until 9:45 P.M.

The Robert S. Peabody Foundation for Archaeology, established in 1901 by Robert Singleton Peabody, Class of 1857,

provides a fund for the maintenance of research in archaeology and for the museum which was opened in 1903. The Foundation has carried on extensive archaeological research in the south-eastern states and the Southwest and is continuing such work in New England and the Maritime Provinces.

In the exhibition halls there are to be seen collections from many of the principal Indian archaeological cultures. A decorative map of North America by the late Stuart Travis, concerned with the main culture areas of the continent, is mounted on the stairway. A model of a former Andover Indian village, and a model of a portion of the pueblo of Pecos in New Mexico are also on display.

The Foundation offers a two-hour elective course dealing with the life of the Indians and the pre-history of North America.

A library, open to all, offers an opportunity for reading and research in the varied phases of aboriginal American life.

The Foundation has an extensive publication list which is available at the museum office.

The building is open on weekdays from 9 A.M. to 5 P.M. and on Sundays from 2 to 5 P.M.

*DORMITORIES

Foxcroft Hall (1809), two entries for sixteen boys each.

Bartlet Hall (1821), two entries for seventeen boys each.

Draper Cottage (1892), for ten boys. The gift of Warren F. Draper, class of 1843.

Pemberton Cottage (1893), for eleven boys. The gift of Melville C. Day, class of 1858.

Andover Cottage (1893), for thirteen boys. The gift of friends in Andover.

Eaton Cottage (1893), for ten boys. The gift of Melville C. Day, class of 1858.

*See page 29 under "Plan of Residence and Eating."

Bancroft Hall (1900), two entries totalling thirty-two boys. The gift of Melville C. Day, class of 1858.

Williams Hall, Junior House and Stott Cottage, acquired (1910) through the aid of Edward H. Williams, Jr., class of 1868, offer accommodations for fifty-six Juniors.

Bishop Hall (1911), two entries totalling forty boys.

Day Hall (1911), two entries totaling forty-three boys. The gift of Melville C. Day, class of 1858.

Adams Hall (1912), two entries for twenty boys each. The gift of Melville C. Day, class of 1858.

Taylor Hall (1913), two entries for twenty boys each. The gift of Melville C. Day, class of 1858.

Johnson Hall (1922), two entries for twenty boys each.

Paul Revere Hall (1929), two entries totalling forty-four boys. The gift of Thomas Cochran, class of 1890.

Rockwell House, acquired (1935) through the generous bequest of the late Mrs. Fannie R. Dennis, offers accommodations to forty-two Juniors.

The following thirty-one houses, known as **Faculty Houses and Cottages**, provide accommodations in relatively small groups for most of the Lower Middle Class and for a few members of the other classes:

Abbot House	French House	Pease House
America House	Frost House	Phelps House
Blanchard House	Greene House	Salisbury House
Carter House	Hardy House	Samaritan House
Cheever House	Hayward House	Smith House
Churchill House	Jackson House	Stowe House
Clement House	Moorehead House	Tilton House
Coy House	Newman House	Tucker House
Farrar House	Newton-Hinman House	Williston House
Fay House	Park House	Woods House

CLASSROOM BUILDINGS

Pearson Hall (1818), remodelled in 1922, is named in honor of the first Principal. Pearson Hall, designed by Bulfinch, was originally Bartlet Chapel, the center of the religious and intellectual life of the famous Andover Theological Seminary. In 1922 the ugly, square bell tower which had been added to it was removed, and the building was transferred to its present site and restored to its original beauty. It is used for classrooms.

Bulfinch Hall (1818, 1936), built from the designs of Charles Bulfinch, was the third Academy school-house. It was provided by gifts, of which the largest was that of William Phillips, Lieutenant-Governor of Massachusetts, 1812-1823. This is the building described by Oliver Wendell Holmes in his poem, *The School Boy*. Successively a recitation building, a gymnasium, and a dining hall, it is now once again being used as a recitation building. The interior was completely renovated and remodelled in 1936, to afford fourteen classrooms and a number of conference rooms for the exclusive use of the English Department.

Graves Hall (1883, 1892, 1936) was named in honor of William Blair Graves, instructor in Natural Sciences, 1865-1870, 1881-1908. Used as the science building until superseded by Morse Hall, it is now the headquarters of the Music Department. The instrumental music moved into the top floor in the summer of 1951, where a number of practice rooms for piano, instrumental, and vocal students are available. Rooms are also provided for orchestra and band practice.

Samuel Phillips Hall (1924) was given by the alumni and friends of the school. It contains classrooms and examination halls and, with its Grecian portico and illuminated clock, is the central point and the dominating building of the campus.

George Washington Hall (1926) was given by Thomas Cochran, class of 1890. It contains the administration offices and

the large Meeting Room, in which Wednesday and Saturday morning assemblies are held and lectures, concerts, and dramatic performances take place. Its name commemorates the friendship of George Washington for Samuel Phillips, Jr., founder of the Academy.

Samuel F. B. Morse Hall (1928) was given by alumni and named in honor of Samuel F. B. Morse, inventor of the telegraph, and a student in the Academy from 1802 to 1805. It contains thoroughly modern and well equipped laboratories and recitation rooms for chemistry, physics, and biology, and a room for mechanical drawing.

OTHER BUILDINGS

The Gymnasium (1901; 1951) is a large single unit composed of two parts. **The Borden Gymnasium** was erected in 1901 from gifts, the largest of which was that of Matthew C. D. Borden, Class of 1860. **The Memorial Gymnasium** was built in 1951 as a tribute to Andover's sons who were lost in World War II. The combined facilities include four basketball courts; a seventy-five foot, six-lane swimming pool; a separate pool for diving with high and low boards; a spacious wrestling room; a large general exercise room; and five squash courts.

Isham Infirmary (1912) was the gift of Miss Flora E. Isham. It contains general wards, private rooms, isolated contagious wards, operating room, laboratory, complete dental equipment, and x-ray room. The bequest of Mrs. Fannie R. Dennis made possible the addition to the original building of a new wing, completed in September 1935, providing sufficient accommodations for any emergency.

Peabody House (1915). Built from the income of the Robert Singleton Peabody Foundation, it provides a common room for Lower Middlers and an assembly hall for various school organizations.

Memorial Tower (1923) was given by Samuel Fuller, class of 1894, in honorable memory of eighty-seven former students of Phillips Academy who gave their lives in World War 1. The tower contains a carillon of thirty-seven bells upon which frequent concerts are played. Its summit, illuminated at night, is a landmark for miles around.

Case Memorial Building (1923) is the gift of George B. Case, class of 1890, and Mrs. Case and their family in memory of George B. Case, Jr., class of 1923. Designed for indoor winter sports, it is known as the "Cage." Its dirt floor is large enough for winter baseball practice. Its 40-yard straightaway track and its circular track of 11½ laps to the mile permit frequent indoor track meets.

Sumner Smith Artificial-Ice Hockey Rink. On the north-east side of the "Cage" is an out-door, artificial-ice hockey rink constructed in 1950 through alumni generosity. Its skating surface is usable in temperatures up to fifty degrees, and the hockey season has thereby been greatly lengthened.

The Commons (1930) is the gift of Nathaniel Stevens, class of 1876, Thomas Cochran, class of 1890, Russell A. Alger, class of 1893, and Dwight W. Morrow. The building is divided into five large halls, one for each of the four classes and one for those students taking their turn on Commons duty. This hall is notable for its murals by Barry Faulkner. Smaller rooms provide meeting and dining facilities for activity groups. The main halls are paneled in oak and adorned with portraits of distinguished graduates and benefactors of the school. A most attractive common room is appropriately furnished for student recreation. Three kitchen and serving pantries are fully up-to-date in equipment.

The Andover Inn (1930) is a small hotel, given by Anthony A. Bliss, A. H. Caspary, Thomas Cochran, Charles H. March, Dwight W. Morrow, and Mr. and Mrs. Frank Waterman Stearns. It is owned by the Trustees and its management and operation

are under the supervision of L. G. Treadway as Managing Director. With its beautiful location overlooking the Campus, Rabbit Pond, and the Sanctuary, and with its authentic colonial atmosphere, derived from old portraits, prints, and genuine antique furniture, it is one of the most delightful inns to be found in New England. It is thoroughly modern in equipment. Reservations for special occasions such as the opening of school and graduation should be made well in advance through Mr. Robert W. Frazer, Manager.

The Cochran Church (1932) was given in memory of Thomas Cochran and Emilie Belden Cochran by their children. Without, it presents the sober Georgian beauty characteristic of the architecture on the Hill. Within, its warm oak paneling, its fluted oak columns, and its carved capitals add a rich warmth not usually found in New England churches of its type. It contains the Martha Cochran Memorial Organ.

In 1950 the dissolution of the fraternity system at Andover made the following buildings available for the uses indicated:

Alumni House serves as a gathering place for returning alumni. It contains sleeping, eating, and recreational facilities.

Cooley House is used by the Athletic Department for team meetings, by many discussion groups, by student clubs, and by the Alumni Office for after-game teas for parents and visiting teams.

Benner House furnishes a centrally located snack bar open to the entire school community at appropriate hours.

Graham House is the headquarters of the Phillips Society and is also used for many social gatherings,

PRIZES

The following prizes are open for competition in each academic year. Unless otherwise indicated, awards may be made in cash or in the value of the amounts listed.

ENGLISH

DRAPER PRIZES. For declamation. Open to members of English 3, 4, and 5. \$25, \$20, and \$15. Established (1878) by Warren F. Draper, Class of 1843, (sustained since 1867). Awarded 1956 to (1) Andrew Charles Stewart Forrest, (2) William Wilder Hegeman, (3) Angelo Bartlett Giamatti.

MEANS PRIZES. For declamation of original essays. Open to members of English 3, 4, and 5. \$25, \$20, and \$15. Established (1879) by William G. Means, of Andover, (sustained since 1868). Awarded 1956 to (1) Robert Nathan Bohorad, (2) Angelo Bartlett Giamatti, (3) Andrew Charles Stewart Forrest.

ROBINSON PRIZES. For debating between a team of the Philomathean Society and one chosen from the rest of the school, or between two teams chosen by the Philomathean Society. \$70 to the winning team. Established (1910) by Henry S. Robinson, of Andover, (sustained since 1896). Divided equally 1956 among Marsh Howard McCall, Jr., Andrew Charles Stewart Forrest, Peter Rolin Knipe.

SCHWEPPE PRIZES. An examination on a literary subject. Open to Senior and Upper Middle Classes. \$30 and \$20. Sustained by the late Charles H. Schweppe, Class of 1898, from 1912 to 1941; since then by his daughter, Jean Schweppe Armour, and his son, John S. Schweppe. Awarded 1956 to (1) Samuel Shellabarger Rea, (2) Timothy Beveridge Coburn. Honorable Mention: William Emerson Schroeder, Jr.

GOODHUE PRIZES. In English literature and composition, including the more practical topics of elementary rhetoric. Open to Senior and Upper Middle Classes. \$20 and \$10. Established (1936) by the family of Francis A. Goodhue, of Andover, in memory of his devotion to Phillips Academy, (sustained since 1916). Awarded 1956 to (1) Charles Frederick Carson Ruff, (2) George Alban Hoopes.

CLOUGH PRIZE. For an essay by a Senior on an assigned literary subject. \$40. Established (1923) by friends of Charles C. Clough, Class of 1906, in memory of his interest in literary studies and his devotion to Phillips Academy. Awarded 1956 to Stephen Michael Rosenkranz.

LANGLEY PRIZE. For an essay on Charles Dickens, open to the entire school. \$15. Established (1927) by Stephen S. Langley, Class of 1863. No award 1956.

LEONARD PRIZES. For declamation of original essays. Three prizes of books. Open only to Juniors and Lower Middlers. Sustained (since 1942) by the Department of English, in memory of the late Arthur W. Leonard, former Head of the English Department. Awarded 1956 to (1) Daniel Rudolph Chval, (2) John Sargent Rockwell, (3) Norman Henry Munn.

PHILLIPS ACADEMY

CARR PRIZES. For skill in oral English. \$16, \$12, \$8, and \$4. Open only to Juniors and Lower Middlers. Sustained (since 1943) by Donald Eaton Carr, Class of 1922. Awarded 1956 to (1) John Seymour Howland, (2) Jon Borthwick Higgins, (3) Norman Henry Munn, (4) Jon Lander Bunce.

BURNS PRIZES. For an original poem. Three prizes of \$20 each to be awarded to one boy in each of the three upper classes. Established (1944) by Mrs. John P. O'Rourke in memory of her son, Lieutenant Charles Snow Burns, Class of 1941. Awarded 1956 to Thomas Berman Weisbuch, Rudolf Karl Loeser.

SUMNER R. KATES PRIZE. For an essay in American Literature. \$50. Sustained (since 1950) by Sumner R. Kates, Class of 1938. No award 1956.

CLASSICAL LANGUAGES

COOK PRIZES. In Greek. Examination in Homer, including translation at sight and questions on grammar and antiquities suggested by the passage set. \$30, \$15, and \$10. Established (1879) by Joseph Cook, LL.D., Class of 1857. Awarded 1956 to (1) Peirson Sterling Page Bennett, (2) Marsh Howard McCall, Jr., (3) John Elias Kolofolias.

DOVE PRIZES. In Latin. Open to Seniors or members of Latin 4. \$30, \$20, and \$10. Established (1915) by George W. W. Dove, Class of 1853 (sustained since 1880). Awarded 1956 to (1) Paul William Smith, Jr., (2) William Wallace Sterling, (3) Marsh Howard McCall, Jr.

VALPEY PRIZES. In Latin composition. \$20. In Greek composition. \$40. Open to the Upper Middle Class. Established (1896) by Rev. Thomas G. Valpey, Class of 1854. Awarded 1956 in Latin to Clive Frank Foss. Awarded 1956 in Greek to Daniel Webster, IV.

DEPARTMENT PRIZES. For excellence in Latin translation, composition, and recitation. Sustained from the Winthrop Fund.

Open to students in Latin 3. For translation. \$10 and \$5. Awarded 1956 to (1) Otto Martin Buerger, III, (2) Minot Weld Tripp, Jr. For recitation from memory of poetry or prose. \$10. Awarded 1956 to Clive Frank Foss.

Open to students in Latin 2. Translation and composition. \$10 and \$5. Awarded 1956 to (1) Douglas Small Liebhafsky, (2) Henry Reid Bourne, Jr. For recitation from memory of poetry or prose, \$10. Awarded 1956 to Laurens Hamilton Rhinelander, Jr.

Open to students in Latin 1. For recitation from memory of poetry or prose. \$10. Awarded 1956 to Philip Gilbert Bailey.

JOHNSON PRIZE. In Greek composition. \$10. Established (1932) by Alfred Johnson, Class of 1890, in memory of the Reverend Alfred Johnson, a graduate of Dartmouth College, Class of 1875, (sustained since 1924). Awarded 1956 to Daniel Webster, IV.

WEIR PRIZE. In New Testament Greek. \$70. Established (1928) by Rev. William N. Weir, Class of 1895. Awarded 1956 to John Elias Kolofolias.

BENNER PRIZE. For excellence in first-year Greek. \$25. Established (1950), sustained (since 1939) by the Rogers Associates, Inc., in honor of Allen Rogers Benner, Class of 1888, for forty-six years Professor of Greek in Phillips Academy. Awarded 1956 to Harold Carleton Sox, Jr.

CATLIN PRIZE. \$1000. Awarded annually, regardless of need, to a member of the Upper Middle Class of outstanding scholarship and deportment, who, on

PHILLIPS ACADEMY

completion of Greek 2 or Latin 3 at Phillips Academy, shall include in his Senior program a major course in Greek or Latin. Established (1944) by the late George H. Catlin of the Class of 1863. Awarded 1956 to Paul William Smith, Jr.

GERMAN

STEVENSON PRIZE. In German composition, oral and written. \$15. Open to the Senior and Upper Middle Classes. Established (1904) by Robert Stevenson, Jr., Class of 1896, in memory of his father. Awarded 1956 to Michael Sean Mahoney.

FRENCH

TAYLOR PRIZE. In French conversation and composition. A selection of French books. Established in part (1909) by a member of the Class of 1868 in memory of Frederick Holkins Taylor of that class, son of Professor John L. Taylor, treasurer of Phillips Academy, 1852-1868. Awarded 1956 to Stephen Michael Rosenkranz. Honorable Mention: Peter Rolin Knipe.

DEPARTMENT PRIZES. For aural ability. First and second prizes in books awarded to those students in their first and second year of French who get the highest marks on a special examination to test aural comprehension. Sustained (since 1945) by an anonymous donor.

Awarded 1956 in French 1 to (1) Donald B. Wallace, (2) Richard Goodyear. Awarded 1956 in French 2 to (1) Peter Allan Broadbent, (2) Frederick Adolph Prahl, III.

ANTHONY D. GRAVES PRIZE. For beginning French students. \$25. Awarded annually to the student whose application and effort result in the greatest over-all improvement during his first year's study of French. Established 1954 by Mrs. Charles F. Pease in memory of her father. Awarded 1956 to Gilbert Russell Bamford.

FORBUSH PRIZE. In French III. A book. Established (1955) by students and friends of Guy Johnson Forbush, instructor in French at Phillips Academy 1917-1920, 1924-1955. Awarded 1956 to Benjamin Grant Willis.

FRENCH CLUB PRIZE SPEAKING COMPETITION. Sustained since 1955 by the French Club. For excellence in declamation of French literature. Open to students entering from French 1, French 2, and advanced sections. Three prizes of \$10 each. Awarded in 1956 to Daniel A. Wallace, Thomas Berman Weisbuch and Thomas Francis Burke.

SPANISH

HAYDEN PRIZE. Awarded to that member of the first-year Spanish course who, in the opinion of the faculty, has made the greatest progress in Oral Spanish. \$35. Established (1945) by Mr. and Mrs. Howard P. Hayden of Santiago, Chile. Awarded 1956 to (1) Frederick Randlett Shirley, (2) Einar John Westerlund, Jr.

HISTORY

LAUDER PRIZES. In History of England and the British Empire. \$35, \$25. Competitive examination. Established (1916), sustained (since 1913), by George Lauder in memory of his son, George Lauder, Jr., Class of 1897. Awarded 1956 to (1) Ronald Isaac Simon, (2) John Adams Hansman.

PHILLIPS ACADEMY

HAYMOND PRIZES. In American History. \$50. Awarded to an undergraduate taking the course in History of the United States for an essay on the Constitution of the United States. Second and third prizes of \$25 and \$10 respectively were added in 1946. Established (1942) by Frank C. Haymond, in honor of his sons, William Stanley Haymond, 2nd, Class of 1942 and Thomas Arnette Haymond, Class of 1943. Awarded 1956 to (1) Andrew Charles Stewart Forrest, (2) James Douglas Lorenz, Jr., (3) George Anthony Gratton Darlow.

MARSHALL S. KATES PRIZE. In American History. \$45. Awarded to an undergraduate taking the course in History of the United States for an essay on a topic in the field of American History. Established (1952) by Marshall S. Kates, Class of 1939. Awarded 1956 to James Bell Benedict, Jr.

GRACE PRIZES. In American History. \$75, \$45, and \$35. For an essay on the Bill of Rights or other historical topic related to our heritage of human liberty. Established (1952) by Oliver R. Grace, Class of 1926, in memory of his father, Morgan H. Grace. Awarded 1956 to (1) Stephen Michael Rosenkranz, (2) Richard Charles Gallop, (3) Langley Carleton Keyes, Jr. Honorable Mention: John Patton Tederstrom.

WEBSTER PRIZES. In Ancient History, European History, and Contemporary Affairs. Established 1956 (sustained since 1955) by Dean Kingman Webster, Class of 1915. \$125 in money and books. Competition for the prizes is open to all students taking the courses, on the basis of competitive examinations or proficiency in current work, at the discretion of the department. Awarded 1956 in Ancient History to (1) Frederick Randlett Shirley, (2) Thomas Anderson Standish, 3rd. In European History to (1) David Lee Page, (2) John Sargent Rockwell. In Contemporary Affairs to Ronald Isaac Simon.

MATHEMATICS

CONVERS PRIZES. In Plane Geometry. Awarded on the basis of an examination in Plane Geometry covering analysis on the originals, numericals, loci, and constructions. \$100, \$75, \$50, \$25, \$10, and books. Established (1893) by E. B. Convers, Class of 1857, and extended in 1951 by the former prize men. Awarded 1956 to (1) Michael Sean Mahoney and Stephen Lockwood Rieber, (3) Vincent Anthony Peluso, (4) Craig Delany Sawyer, (5) Philip Craig Olsson.

EATON PRIZE. In Algebra. To that member of the Junior Class outstanding for proficiency in first-year Algebra. \$20. Sustained (since 1938) by Thaxter Eaton, Class of 1904, in memory of his father, George T. Eaton, Class of 1873, for fifty years Instructor in Mathematics. Awarded 1956 to Alan Albright.

MCCURDY PRIZES. In Trigonometry and Solid Geometry. For Seniors. Awarded on the basis of classroom work and an examination. \$35 and \$25. Established (1940) by the family of the late Matthew S. McCurdy in memory of his connection with Phillips Academy as Instructor in Mathematics from 1873 to 1921. Awarded 1956 to (1) Anthony Irving Eller, (2) John Kelly Morrison, III.

BAILEY PRIZE. In Lower Middle Mathematics. \$35. Awarded on the basis of an examination at the close of the year. Established (1946) by Edward Bailey Crichton, Class of 1946, in memory of his grandfather, Edward Bailey, Class of 1878. Awarded 1956 to Jeffrey Weil Eiseman.

TOWER PRIZE. For excellence in Analytic Geometry and the Calculus. A

PHILLIPS ACADEMY

pecially bound book in the field of mathematics. Sustained (since 1954) by John W. Dixon of the Class of 1924, in recognition of Oswald Tower, instructor in mathematics at Phillips Academy 1910-1949. Awarded 1956 to Paul William Smith, Jr.

WATT PRIZES. In Elementary and Intermediate Algebra, Plane and Solid Geometry, Plane Trigonometry and Advanced Algebra. For Seniors. Awarded on the basis of a comprehensive examination covering the analytical work of secondary school mathematics. \$125, \$75, \$25, and books. Established (1954) by J. Lester Parsons with the cooperation of William C. Ridgway, Jr., Class of 1925, and William C. Ridgway, 3d, Class of 1953, in memory of Frederick Ellsworth Watt, an instructor at Phillips Academy from 1933 to 1951. Awarded 1956 to (1) Charles Eugene Willoughby Ward, (2) Paul William Smith, Jr., (3) John Kemp Randolph.

SCIENCES

WADSWORTH PRIZE. In Physics. To the student holding the highest rank in Physics for the year. \$40. Established (1953), and sustained (since 1900) by William S. Wadsworth, M.D., Class of 1887. Awarded 1956 to Karl Friedrich Milde.

DEPARTMENT PRIZE. To that boy taking elementary physics who receives the highest grade on a prize examination. A book. Sustained (since 1955) by an anonymous donor. Awarded 1956 to Thomas Milton Terry.

DALTON PRIZE. In Chemistry. To the student holding the highest rank in Chemistry for the year. \$65. Established (1915) by Frederick Goodrich Crane, of Dalton, Massachusetts, Class of 1884, trustee of Phillips Academy, 1912-1923. Awarded 1956 to Craig Delany Sawyer.

MARSH PRIZE. In Biology. To a student in the school who has been outstanding in interest and attainment in the Biological Sciences. A book. Sustained (1936-1949) by the Headmaster and (since 1950) by an anonymous donor in memory of Othniel C. Marsh, Class of 1851, one of the great paleontologists of his day. \$20. Awarded 1956 to Charles Wickersham Casella.

GRAHAM PRIZE. In Science. To that member of the graduating class attaining the highest average grade in ten hours of the Natural Sciences studied while at Phillips Academy. \$935. Established (1945) by the late James C. Graham, instructor in Science at Phillips Academy, 1892-1937. Awarded 1956 to Paul William Smith, Jr.

WADSWORTH PRIZE. In Biology. To the student holding the highest rank in Biology for the year. \$20. Established (1953) by William S. Wadsworth, M.D., Class of 1887. Awarded 1956 to Robert Choate Darnton.

BAUSCH & LOMB HONORARY SCIENCE AWARD MEDAL. For exceptional progress in science studies. Awarded 1956 to Paul William Smith, Jr.

MUSIC

CUTTER PRIZE. For proficiency in orchestral, especially stringed, instruments. \$55. Established (1925) by Rev. C. F. Cutter, Class of 1871, in memory of his father, Charles Cutter, Class of 1840. Divided 1956 between André Roger Guy Janus and John Holcombe McCulloch Austin.

POYNTER PRIZE. For that member of the Phillips Academy Choir who, in

PHILLIPS ACADEMY

the judgment of the Choirmaster, has been the most useful member of that organization. \$30. Established (1943) in memory of Edward Pitkin Poynter of the Class of 1940, who gave his life for his country in the aviation service on July 15, 1943. Awarded 1956 to Fred Chapin Marsh, III.

JONES PRIZE. For that member of the Phillips Academy Orchestra who, in the judgment of the Director of Music, has been the most useful member of that organization. \$25. Established (1945) by Edward T. Jones in memory of his son, Ainsworth B. Jones, of the Class of 1939, who gave his life for his country in the aviation service in July, 1943. Divided 1956 between David Stanton Fagan and John Holcombe McCulloch Austin.

COLLIER PRIZE. Awarded for proficiency in the playing of the piano. \$25. Established (1946) in memory of Milton Collier by Mrs. Milton Collier and I. Alfred Levy. Awarded 1956 to John Allen Erickson.

FULLER MUSIC PRIZE. A prize of \$500 contributed by Mr. Samuel L. Fuller, Class of 1894, to be awarded irrespective of scholarship grants to a musical student who has demonstrated high character and special musical aptitude. The recipient will assume responsibility for playing the carillon in the Memorial Tower after all chapel exercises during the school year and on such other occasions as may be directed by the Headmaster. Awarded 1956 to Stephen Fuller Larrabee.

BAND PRIZE. For that member of the Phillips Academy Band who, in the judgment of the Director of Music, has been the most useful member of that organization. \$25. Sustained (since 1953) by the Department of Music. Divided 1956 between André Roger Guy Janus and William Gardner Perrin.

ART

MORSE PRIZE. To the student who best combines native creative ability with craftsmanship, as evidenced in a developed personal style. \$25. Sustained (from 1932) and established (1942) by Winslow Ames, Class of 1925, in honor of Samuel Finley Breese Morse, Class of 1805. Awarded 1956 to John Bruce Douglas.

THOMPSON PRIZE. For improvement in drawing and painting. \$25. Established (1955) by Mrs. Frances Thompson Heely. Sustained (1933-1955) by Mrs. Augustus P. Thompson, in memory of Augustus Porter Thompson, 3rd, Class of 1928. Awarded 1956 to Eugene Russell Donnelly, Jr.

ADDISON GALLERY ASSOCIATES PRIZE. For a student who has distinguished himself in art as well as in other activities. \$25. Sustained (since 1941) by the Addison Gallery Associates. Awarded 1956 to Thomas Berman Weisbuch.

JOHN ESTHER GALLERY PRIZE. To the student who has shown through his work the clearest understanding of art. \$25. Sustained (since 1943) by Mr. and Mrs. Patrick Morgan. Awarded 1956 to Alan Hunter McLean.

OTHER PRIZES

AURELIAN HONOR SOCIETY PRIZE. To be awarded each year to that member of the graduating class who, in the opinion of the Faculty and his classmates, is outstanding in sterling character, high scholarship, and forceful leadership. Books. Established 1935. Awarded 1956 to Langley Carleton Keyes, Jr.

PHILLIPS ACADEMY

BIERER PRIZE. To a student who is outstanding in character and personality. \$25. Sustained (since 1944) by Eugene S. Bierer, Class of 1943. Awarded 1956 to James Douglas Lorenz, Jr.

BUTLER-THWING PRIZE. For the member of the Junior Class with highest marks in entrance examinations. \$20. Established (1918) by Capt. Francis Butler-Thwing, Class of 1900. Awarded 1956 to John Clifton Lawrence.

BYER MEMORIAL. A book or books selected by the Headmaster and awarded to the winner of the Faculty Prize. Sustained (since 1948) by Mr. and Mrs. Leonard J. Byer in memory of their son, Chadwick Robert Byer, Class of 1938. Awarded 1956 to Paul William Smith, Jr.

FACULTY PRIZE. For the Senior graduating with the highest average in scholarship. \$100. Established (1923) by Sanford H. E. Freund, Class of 1897, Sustained (since 1912), and increased (1955) by his sister, Miss Camille E. Freund. Awarded 1956 to Paul William Smith, Jr.

FEDERATION OF HARVARD CLUBS PRIZE. For a member of the Upper Middle Class, preparing for college, to be recommended by the Headmaster and Faculty for high scholarship and character. A book. Awarded (since 1911) by the Harvard Club of Andover. Awarded 1956 to William Wallace Sterling.

FULLER PRIZE. Awarded to that member of the Senior Class who, having been at Andover not less than two years, has best exemplified and upheld in his life and work at Andover the ideals and traditions of the school. A gold medal. Sustained (since 1912) by Samuel Lester Fuller, Class of 1894. Awarded 1956 to Langley Carleton Keyes, Jr.

HOCKEY PRIZE. To a member of the Hockey Team who is in good scholastic standing and who during his association with hockey at the school has contributed most to the sport and to the school by representing its ideals through sportsmanship, endeavor, and ability. A silver cup. Established (1944) by Sumner Smith, Class of 1908. Awarded 1956 to John Paul McBride.

HOPKINS PRIZE. To be divided among those students who have received no demerit, absence, or tardy marks, excused or unexcused, during the year. Absence for reasons of illness, when an excuse is provided by the attending physician, does not prejudice a candidate's eligibility for this award. \$200. Established (1921) by Boetius H. Sullivan, Class of 1905, in memory of John P. Hopkins. Divided equally 1956 among 23 winners.

HOPPER PRIZE. To a student worker in the Commons who is outstanding in industry, cooperation, and unselfishness. \$75. Established (1953) by friends of Henry Hopper who, for thirty-eight years, served Phillips Academy with industry, cooperation, and unselfishness. Divided 1956 between Arthur Crane Burdett and Samuel Roy Suitt, III.

IMPROVEMENT PRIZE. \$100. Awarded annually to that member of the Senior Class who has been a student at Andover for at least two years and who has shown the greatest development in character and scholarship. Given by a member of the Class of 1916. Awarded 1956 to Thomas Manville Crosby, Jr.

KINGSBURY PRIZE. To a student of outstanding character, who, in the judgment of the Headmaster, is especially distinguished for perseverance and resolution. \$50. Sustained (since 1943) by Dr. and Mrs. John A. Kingsbury in memory of their son, John Adams Kingsbury, Jr., Class of 1934. Awarded 1956 to David Saul Paresky.

LORD PRIZE. Awarded to the Senior who during his residence at Phillips

PHILLIPS ACADEMY

Academy has displayed in his daily actions and personal contacts a genuinely fine character. A selection of books. Established (1946) by Mason Faulconer Lord, Class of 1944. Awarded 1956 to Marsh Howard McCall, Jr.

PHILLIPIAN PRIZE. For outstanding service rendered to the *Phillipian*. \$50. Established (1931) by James Q. Newton, Class of 1929, and Business Manager of the *Phillipian* during his senior year. Divided 1956 between Samuel Shellabarger Rea and James Douglas Lorenz, Jr.

SCHUBERT KEY. Awarded annually to a member of the Senior Class who has excelled in varsity athletics and who best has exemplified the qualities of sound character, cheerfulness, and good sportsmanship on the athletic field. A key. Established (1950), by the Eta Delta Phi Society in memory of Edmund John Schubert of the Physical Education Department. Awarded 1956 to Perry Edwards Hall, 2nd.

SCHWEPPE (RICHARD JEWETT) PRIZE. Awarded to a member of the senior class in recognition of an unusual spirit of cooperation and friendliness. \$40. Established (1946) by Mrs. Richard J. Schweppe in memory of her husband, Richard Jewett Schweppe, Class of 1896. Awarded 1956 to John Paul McBride.

STEARNS PRIZE. Awarded annually in honor of Dr. Alfred E. Stearns, Class of 1890, Headmaster of Phillips Academy 1903-1933, to a student who, through conscientious effort, high ambition and courage, outstanding character and excellent deportment, has made Phillips Academy a better and more friendly place in which to live. \$100. Established (1951) by an anonymous donor. Awarded 1956 to Peirson Sterling Page Bennett.

SULLIVAN PRIZES. Four prizes, of \$200 each, awarded in the fall to those members of the Senior, Upper Middle, Lower Middle, and Junior Class who made the greatest improvement in scholarship during the previous school year. Established (1921) by Boetius H. Sullivan, Class of 1905, in memory of his father, Roger C. Sullivan. Awarded 1956 to Duncan Bulkeley Cox, class of 1955, Joseph Peter Pellegrino, Otto Martin Buerger, III, James Scott Cook.

VAN DUZER PRIZES. Two prizes of \$350 each, awarded as outlined below. Established (1928). Sustained (since 1912) in memory of Henry S. Van Duzer, Class of 1871. (a) **ANDOVER-HARVARD.** "The income is awarded annually on the basis of high scholarship to a member of the incoming Senior Class who is preparing for Harvard, the award to be announced at the close of the student's Upper Middle year on the basis of his record up to that time." Awarded 1955 to Marsh Howard McCall, Jr. (b) **HARVARD-ANDOVER.** "The income is available for a graduate of Phillips Academy during his freshman year in Harvard College, the award, based on high scholarship, to be announced at the close of the recipient's Senior year in the school." Awarded 1955 to Gregory Weimer Dickerson. 1956 awards to be announced.

WARREN PRIZE. "The income is awarded annually to that member of the Senior Class preparing to enter Amherst College who, on the basis of character and scholarship, is deemed most deserving of the award by the Faculty." \$50. Established (1925) by Frank Dale Warren, Jr., Class of 1915, in memory of his father, of the Class of 1879. Awarded 1956 to Stephen Toby Kunian.

WELLS PRIZE. A prize of \$50 to be awarded annually to the member of the Junior Class who has displayed the outstanding qualities of loyalty, perseverance, and sterling character which characterized the boy in whose memory this prize is given. Sustained (beginning in 1953) by Mr. and Mrs. J. Brent

PHILLIPS ACADEMY

Wells in memory of their son, the late Anthony Peter Wells, admitted to the Class of 1956. Awarded 1956 to William Allington Butler, Jr.

YALE BOWL. Awarded to that member of the Senior Class who has attained the highest proficiency in scholarship and athletics. Awarded 1956 to Bruce Donald Smith, III.

NOTE—The dates given above are those of the years in which the several prizes, as sustained or established, were first awarded.

PHILLIPS ACADEMY

SCHOLARSHIPS

GENERAL SCHOLARSHIP FUNDS

Scholarships are provided by the Trustees from the income of the following funds:

HON. WILLIAM PHILLIPS (1795; 1804). Begun with a gift from Hon. William Phillips and increased by his bequest of \$4,000.	\$ 4,633.33
STUDENTS' EDUCATIONAL FUND, begun with a gift of one hundred dollars from the Senior Class of 1854. Since then increased by the accumulation of income and by other gifts, including one of \$1000 from Edward Taylor, treasurer 1868-1889.	7,762.64
SAMUEL FARRAR (1865), treasurer of Phillips Academy from 1808 to 1840. (A part of this fund is for other purposes.).....	22,000.00
JANE AIKEN CLARKE (1870). James G. Clarke, Class of 1839, in memory of his mother.....	1,200.00
PETER SMITH BYERS (1878). John Byers, Class of 1848, in memory of his brother, of the Class of 1847. For boys from Andover.	500.00
CLASS OF 1878 (1878), Senior classical class.	1,200.00
JONATHAN TAYLOR (1878). Edward Taylor, treasurer of Phillips Academy, 1868-1889, in memory of his father. For boys from Andover.	1,000.00
HIRAM W. FRENCH (1879), Class of 1839.	1,000.00
CAROLINE PARKER TAYLOR (1880). Mrs. Alpheus Hardy, in memory of the wife of Dr. Samuel H. Taylor, principal of Phillips Academy, 1838-1871.	1,000.00
GERARD SUMNER WIGGIN (1882). Lady Elizabeth Sumner Buckley-Mathew Fleming, in memory of her son, of the Class of 1875	1,000.00
STONE EDUCATIONAL FUND (1882). Mrs. Valeria G. Stone of Malden.	26,400.00
RICHARDS (1889). Mrs. Mary A. Richards, of Andover, in memory of her sons, Charles Thomas Richards, assistant in the treasurer's office, and Edward Stanley Richards, Class of 1875	1,450.14
WARREN F. DRAPER (1890), Class of 1843.	1,000.00
CHARLES L. FLINT (1890), Class of 1845. Preference to boys from Middleton, Mass.	5,000.00

PHILLIPS ACADEMY

HENRY P. HAVEN (1890). Trustees of Henry P. Haven estate, of New London, Conn.....	1,000.00
EMMA LANE SMYTH (1890). Gov. Frederick Smyth of New Hampshire, Class of 1839, in memory of his wife.....	1,000.00
JAMES AND PERSIS TAYLOR (1890). Mrs. Mary E. Fairbanks, sister of Dr. Samuel H. Taylor, in memory of her father and mother	1,000.00
JOSEPH DOWE (1892), Class of 1817.....	3,097.98
JAMES CALVIN TAYLOR (1895). Mrs. Mary E. Fairbanks, in memory of her brother, of the Class of 1840.....	1,000.00
MARY W. HOLBROOK (1900).....	500.00
CARTER (1906). Mrs. Ruby A. Carter, of Andover, in memory of her husband and daughter.....	1,500.00
HERMAN VERHOEFF HARTWELL (1907; 1926). Mr. and Mrs. Frank N. Hartwell, in memory of their son, of the Class of 1908	5,000.00
GEORGE RIPLEY (1908).....	2,500.00
T. AUGUSTUS HOLT (1909). For boys from Andover.....	26,003.24
JAMES HUNTINGTON (1910; 1931). The widow and daughter of James Huntington, Class of 1848.....	2,000.00
ALLAN MORSE PENFIELD (1913), Class of 1904.....	1,000.00
GEORGE B. KNAPP (1914). Katharine Knapp estate, in memory of her brother, trustee of Phillips Academy, 1899-1919.....	5,000.00
THOMAS A. EMERSON (1917). Rev. Thomas A. Emerson, Class of 1859, and Mrs. Emerson.....	2,000.00
HARRIET L. ERVING (1922). Miss Harriet L. Erving, of Andover, for thirty years assistant in the treasurer's office.....	1,500.00
SAMUEL M. EVANS (1922), Class of 1887. (A part of the fund is for other purposes.).....	2,000.00
FRANK BUTLER WALKER (1923). Mrs. Mary C. B. Walker, in memory of her son, of the Class of 1889.....	1,425.00
ABRAHAM B. COFFIN (1924), Class of 1852.....	2,000.00
AMASA J. WHITING (1927; 1955). Mrs. May C. W. Speare, in memory of her father.....	5,159.50
JAMES H. HASTE (1930; 1933-34; 1944.), Class of 1894.....	241,074.18
HENRY WALDO GREENOUGH (1931; 1937), Class of 1889.....	2,000.00
MONCRIEFF M. COCHRAN (1932), Class of 1900.....	2,500.00
BANCROFT (1933). Cecil K. Bancroft, Class of 1887, Registrar 1906-1932, in memory of his father, Dr. Cecil F. P. Bancroft, eighth principal of Phillips Academy.....	2,000.00

PHILLIPS ACADEMY

OSGOOD JOHNSON (1937). Helen O. Sprague, in memory of her grandfather and father. For New England-born students.	500.00
DAVID AND LUCY HAYWARD SHAW (1939). Preference to boys from Andover.	10,000.00
SUMNER SMITH (1943), Class of 1908. Balance of income after Hockey Prize (see page 91).	1,142.31
JULIA E. DRINKWATER MEMORIAL (1944-1956). Arthur Drinkwater, Class of 1896, and William Drinkwater, Class of 1900, in memory of their mother.	10,443.12
ARTHUR L. KERRIGAN (1945), Class of 1915.	2,500.00
ABBOT STEVENS (1945; 1946), Class of 1907.	20,000.00
CECIL K. BANCROFT (1946). Mary E. Bancroft, in memory of her brother, Cecil K. Bancroft, Class of 1887, registrar and instructor at Phillips Academy, 1906-1932.	3,000.00
LEONARD A. HOCKSTADER (1946), Class of 1896.	2,500.00
ROBERT D. MILLS (1947), Class of 1893.	500.00
GEORGE F. ROBERTS (1948). Mary A. Roberts. For boys from Andover.	2,000.00
NEWTON-HINMAN (1950). Ahlers Association in honor of Frederick E. Newton, '93, and George W. Hinman, '94, former instructors at Phillips Academy and faculty guardians of the PBX Society.	22,243.17
RICHARD JEWETT SCHWEPPE MEMORIAL (1951). Mrs. Richard J. Schweppe, in memory of her husband, of the Class of 1896. Income now accumulating.	18,729.26
AUV SOCIETY—JAMES C. GRAHAM MEMORIAL (1955). AUV Corporation, in memory of James C. Graham, instructor at Phillips Academy, 1892-1937.	10,500.00
SOCIETY SCHOLARSHIPS. The following funds for scholarship purposes were established through the generosity of the Secret Societies at the time of their dissolution.	
AGC SOCIETY (1950). The Rogers Associates, Inc. Balance of income after the Benner Prize (see page 86)	24,461.94
AUV SOCIETY (1950). AUV Corporation.	35,000.00
EDP SOCIETY (1950). The Eta Delta Phi Society. Balance of income after the Schubert Key (see page 92).	5,000.00
FLD SOCIETY (1950). The Davison Associates, Inc.	18,046.14
KOA SOCIETY (1950). The Blodgett Association.	35,176.17

PHILLIPS ACADEMY

PAE SOCIETY (1950). The Cooley Association.....	35,000.00
PBX SOCIETY (1950). (See Newton-Hinman, above.)	
PLS SOCIETY (1950). Phi Lambda Sigma Association.....	17,000.00
ANONYMOUS (1951).....	1,000.00
ISABEL C. MCKENZIE (1952). Mrs. Isabel C. McKenzie.....	25,000.00
HORACE MARTIN POYNTER (1955-1956). His wife, Elsie P. Poynter, and his sisters, Juliet J. Poynter and Harriet R. Poynter, in memory of Horace Martin Poynter, Class of 1896, instructor at Phillips Academy 1902-1945.....	15,866.10
Income partially subject to an annuity; balance now accumulating.	
G. LOUISE AND NELSON ROBINSON (1955). Bequest of Mrs. G. Louise Robinson de Dombrowski; and in memory of her uncle, Nelson Robinson.....	204,218.26
WALTER BROOKS MEMORIAL (1956). The Walter Brooks Foundation, in memory of Walter Brooks.....	30,000.00

SPECIAL SCHOLARSHIP FUNDS

JOHN CORNELL (1894). John Cornell. For boys from Andover, recommended by the School Committee of Andover.....	5,000.00
Awarded 1956 to Thomas John Lynch.	
ROBERT HENRY COLEMAN (1919). Mrs. John Coleman, in memory of her son, Lieut. Robert Henry Coleman, Class of 1912, who died in the military service of the United States, 1918. . .	6,000.00
"The income is awarded annually at the end of his Junior year to a student of limited means, who, in the judgment of the Headmaster, has displayed the most promise of maintaining the highest standard of worth, measured by character, scholarship, and general influence in the school."	
Awarded 1956 to Wade Ellis, Jr.	
GEORGE XAVIER McLANAHAN (1919). His mother and sister, in memory of George Xavier McLanahan, Class of 1892.....	10,000.00
"The income is used annually for the assistance of a worthy student or students of limited means."	
Awarded 1956 to Meade Frierson.	
GORDON FERGUSON ALLEN (1920). "Friends of the school," in memory of Gordon Ferguson Allen.....	5,000.00
"The income is awarded annually to a deserving student of character and promise and of limited means."	
Awarded 1956 to Richard Brereton Lee.	

PHILLIPS ACADEMY

REV. WILLIAM HENRY AND ELLEN CARY HASKELL (1920; 1936). Rev. William Henry Haskell, Class of 1856, and his five sons, Classes of 1883, 1888, 1890, and 1895.....		3,000.00
"The income is used annually in aiding a needy and deserving student to meet the regular expenses of the school."		
Awarded 1956 to Stephen Fuller Larrabee.		
CHARLES C. CLOUGH (1923). Classmates and friends at Princeton of Charles C. Clough, Class of 1906.....		5,000.00
"The income is awarded annually on recommendation of the Senior Class to that member of the Upper Middle Class who is of limited means, and who most embodies those qualities of manliness, loyalty, cheerfulness, high purpose, and clean living which were conspicuous in the character of him in whose mem- ory this scholarship was established."		
Awarded 1956 to Robert Choate Darnton.		
ALFRED HOWLETT DURSTON (1926). Marshall H. Durston, Class of 1900, in memory of his brother, of the Class of 1897.....		5,000.00
"The income is awarded annually to a student of limited means who, in the judgment of the Headmaster, embodies the best ideals of student life, scholarship, character, and influence."		
Awarded 1956 to Berlin Lee Warner.		
SMITH LEWIS MULTER, JR. (1926). Smith Lewis Multer, in mem- ory of his son, of the Class of 1923.....		5,000.00
"The income is awarded annually at the close of his Upper Middle year to a worthy student of limited means who, in the judgment of the Headmaster, has exhibited promise in scholar- ship and qualities of leadership and wholesome influence in the general activities of the school."		
Awarded 1956 to Gary Banks Hammond.		
WILLIAM THOMPSON REED MEMORIAL (1930). His father and mother and members of his family, in memory of William Thompson Reed, Class of 1929.....		11,100.00
"The income is awarded annually to a student of character and promise at the beginning of his Senior year."		
Awarded 1956 to Rudolph Karl Loeser.		
SCHUYLER BUSSING SERVISS MEMORIAL (1936). Mrs. Charlotte B. Serviss, in memory of her son, a member of the Class of 1898		5,000.00
Awarded 1956 to Vincent Anthony Peluso.		
AUGUSTUS PORTER THOMPSON (1942). Mrs. Augustus P. Thomp- son, of Andover, in memory of her husband, the late Augustus P. Thompson, Class of 1892.....		5,000.00
"The income is awarded annually to a boy who, in the judg-		

PHILLIPS ACADEMY

ment of the Headmaster, is outstanding in intelligence and character."

Awarded 1956 to John Adams Hansman.

CHARLES W. CARL (1944-46; 1950-53; 1955-56). Charles W. Carl, Class of 1910..... 25,000.00
 "Income to be used during his Senior year by an outstanding student who is a member of an Academy athletic team, and who, in a previous year, has received other scholarship aid from the Academy and has indicated his intention to enter Yale University."

Awarded 1956 to Peter Louis Mattern.

RICHARD STRONG FOXWELL (1945). Mrs. Gilbert M. Foxwell, in memory of her son, a member of the Class of 1922..... 2,500.00
 "Income to be awarded annually to a deserving student of limited means to meet the regular expenses of the school."

Awarded 1956 to Eric Richard Mytvaagnes.

HERBERT E. STILWELL (1945; 1954). Mr. and Mrs. Charles E. Stilwell, of Cleveland, Ohio, in memory of their son, of the Class of 1941, who was lost in the English Channel on a mission during the war..... 19,720.17
 "Income to be awarded annually to a student of limited means who, in the judgment of the Headmaster, gives evidence of those qualities of character, initiative, leadership and loyalty which contribute to real American citizenship."

Awarded 1956 to Robert McCreary Stephenson.

MOSES AUSTIN CARTLAND SHACKFORD (1946). Professor Martha Hale Shackford, of Wellesley, Mass., in memory of her brother, Class of 1891..... 5,000.00
 "Income to be awarded annually to a boy of good character and of limited means, preferably from New Hampshire and preferably pursuing a classical course."

Awarded 1956 to Clive Frank Foss.

MACINTYRE (1946-47; 1951). John Livingston Macintyre, of the Class of 1942, Mrs. John L. Macintyre, and Mr. and Mrs. Mackenzie Macintyre, of Aurora, Ill., in memory of Mackenzie Macintyre's parents..... 12,100.34
 "Net income is awarded annually to a worthy student of limited means who, in the judgment of the Headmaster, has exhibited promise in scholarship, qualities of leadership and wholesome influence in the general activities of the school."

Awarded 1956 to David Arthur Cathcart.

RAY A. SHEPARD (1949-50; 1953). Friends of Ray A. Shepard, former Athletic Director of Phillips Academy..... 2,595.35
 "The income is awarded annually to a boy of limited means

PHILLIPS ACADEMY

who has shown evidence of excellent character and marked ambition."

Awarded 1956 to Jon Tewksbury Staples.

SUISMAN FOUNDATION (1949-50; 1953; 1955). The Suisman Foundation, Inc.....	10,000.00
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The income is to be awarded annually to a student selected by the Scholarship Committee.

Awarded 1956 to Thomas Engelhard Meyers, Jr.

CHAUNCEY O'NEIL (1955). Edward O'Neill, II, of the Class of 1927, in memory of his father, Class of 1899.....	4,470.12
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"The income to be awarded annually to a boy or boys from Western Pennsylvania."

Awarded 1956 to Berlin Lee Warner.

ROBINSON, G. LOUISE AND NELSON (1955). From a bequest of Mrs. G. Louise Robinson de Dombrowski; and in memory of her uncle, Nelson Robinson.....	204,218.26
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Income awarded annually to boys of limited means selected by the Scholarship Committee. Awarded in 1956 to Andrew Edward Huber, Robert Smith Meehan, Jeffrey Walter Morgan, Ronald James Campbell, Richard Cushman Carroll, Jr., William Harry Frickhoeffer, Douglas Robert Jenner, Jean Walden Missud, III, and Larry Madison Parker.

HAMILTON (1956). John D. M. Hamilton, of the Class of 1913, in memory of his father, J. D. M. Hamilton.....	8,343.00
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"The income is to be used to assist a boy or boys who may be in need of financial aid and who reside in the United States west of the Mississippi River."

Awarded 1956 to Robert Alexander Kerr.

EVERT W. FREEMAN (1956). Bequest of Evert W. Freeman, Class of 1917.....	17,973.15
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"The income to be awarded annually to a student who shows promise of substantial accomplishment, but who for the time being is in financial need."

ANNUAL GIFT SCHOLARSHIPS

PHILLIPS SOCIETY SCHOLARSHIP. "Two awards of \$200 each to two deserving and needy students, nominated by the Headmaster, who have attended Phillips Academy for at least one year." Sustained (since 1934) by the Phillips Society. Awarded 1956 to Charles Tower Grigsby and James Bertram Blackmon, Jr.

ALAN FOX SCHOLARSHIP. "To be awarded each year in the amount of \$500 to that boy in need of financial assistance who in the opinion of the faculty

PHILLIPS ACADEMY

gives promise of attaining the same breadth of character and intellect as had the man in whose memory this scholarship is given." Sustained (since 1942) by Joseph C. Fox of the Class of 1934 in memory of his father, the late Alan Fox of the Class of 1899. Awarded 1956 to John Bidwell Newell.

SACHS FOUNDATION SCHOLARSHIP. To be awarded each year to a student selected by the Scholarship Committee. Sustained since 1955 by the Sachs Foundation of Colorado Springs, Colorado. Awarded in 1956 to James Elmo Dorsey, Jr.

JOHN T. HOGAN MEMORIAL SCHOLARSHIP. To be awarded each year in the amount of \$400 to the boy in need of financial assistance who in the opinion of the Scholarship Committee gives promise of developing in character and personality like the man in whose memory the scholarship is given. Sustained since 1956 by the John T. Hogan Memorial Foundation of Andover, Massachusetts. Awarded in 1956 to David Baskett Rogers.

PHILLIPS ACADEMY

STUDENTS—1956-1957

GEOGRAPHICAL REPRESENTATION

Alabama	2	Missouri	3	West Virginia	3
Arizona	2	Montana	2	Wisconsin	7
Arkansas	1	Nebraska	1	Arabia	1
California	43	Nevada	1	Argentina	1
Colorado	3	New Hampshire	14	Brazil	1
Connecticut	81	New Jersey	42	Canada	2
Delaware	2	New Mexico	5	Colombia	2
District of Columbia	11	New York	136	Cuba	3
Florida	9	North Carolina	13	England	1
Georgia	2	Ohio	11	Germany	1
Illinois	15	Oklahoma	3	Hawaii	1
Indiana	4	Oregon	3	Indochina	1
Iowa	2	Pennsylvania	43	Indonesia	1
Kansas	3	Rhode Island	1	Iran	1
Kentucky	7	South Carolina	1	Peru	2
Maine	6	Tennessee	1	Puerto Rico	4
Maryland	7	Texas	13	Spain	1
Massachusetts	209	Utah	1	Turkey	1
Michigan	13	Vermont	3	Venezuela	2
Minnesota	1	Virginia	11		
Mississippi	1	Washington	2		
					770

CLASSIFICATION

Seniors	218
Upper Middlers	231
Lower Middlers	194
Juniors	127
	<hr/>
	770

NAMES

J	Abbott, Edwin Hunt <i>Weston</i>	s	Adams, Steven <i>San Francisco, Calif.</i>
L	Abbott, Samuel Bassett <i>Katonah, N. Y.</i>	U	Adzigian, David John <i>Lexington</i>
s	Adams, Herbert Dan, Jr. <i>Wellesley Hills</i>	L	Ahlbrandt, Roger Sheridan, Jr. <i>Pittsburgh, Pa.</i>

PHILLIPS ACADEMY

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| L Albright, Alan
<i>Bedford, N. Y.</i> | U Bakewell, Charles Adams
<i>West Hartford, Conn.</i> |
| U Alexander, George Hixon, Jr.
<i>Sugar Grove, Ill.</i> | U Bamford, Gilbert Russell
<i>North Andover</i> |
| U Alexander, Thomas Stephen
<i>Aurora, Ill.</i> | L Barbour, Keith
<i>Katonah, N. Y.</i> |
| S Allen, James Harvey, Jr.
<i>Fort Worth, Tex.</i> | S Barlow, John French
<i>Kansas City, Mo.</i> |
| L Allen, John Hollis
<i>Holyoke</i> | U Barnes, Reginald Davis, Jr.
<i>Tulsa, Okla.</i> |
| J Allis, Nicholas Roberts
<i>Mountain Lakes, N. J.</i> | S Barnum, David Burrall
<i>Greenwich, Conn.</i> |
| L Anderson, Bayard Dick
<i>Pittsburgh, Pa.</i> | U Barry, John Michael, Jr.
<i>Lawrence</i> |
| S Andrews, Walter Fenton
<i>Melrose</i> | J Barton, Joseph Edward
<i>Andover</i> |
| S Angier, Roswell Parker, III
<i>Hartford, Conn.</i> | L Barzun, Roger Martin
<i>New York, N. Y.</i> |
| S Annis, Charles Michael Patrick
<i>Rochester, N. Y.</i> | L Bascom, Hunt Randall
<i>Waterford, Conn.</i> |
| J Archibald, John Lion Gardiner
<i>Concord</i> | L Bassett, Michael Howes
<i>Hamden, Conn.</i> |
| U Armstrong, Paul Carew
<i>Malden</i> | J Bates, Channing Delano
<i>Santa Barbara, Calif.</i> |
| L Arnold, John Edward, Jr.
<i>Wenham</i> | U Batten, Michael Ellsworth
<i>Racine, Wisc.</i> |
| J Aspinwall, Lloyd
<i>Manhasset, N. Y.</i> | S Bayfield, William, III
<i>Washington, D. C.</i> |
| U Atchison, David Alan
<i>Albuquerque, New Mex.</i> | J Beale, Robert Spencer, Jr.
<i>Durham, N. C.</i> |
| L Atha, Henry George, Jr.
<i>Tucson, Ariz.</i> | S Beattie, Douglas Stuart
<i>Newport Beach, Calif.</i> |
| J Atkinson, Jonathan Pierpont
<i>Brookline</i> | J Beck, Peter Kristian
<i>Andover</i> |
| S Austin, John Holcombe McCulloch
<i>Norton</i> | S Behan, David Paul
<i>New Haven, Conn.</i> |
| S Auxier, Herschel Ainsworth, Jr.
<i>Vero Beach, Fla.</i> | J Bell, Alan Barry
<i>Revere</i> |
| S Babcock, William Sumner
<i>Wellesley Hills</i> | S Bell, Frank Breckenridge, II
<i>Pittsburgh, Pa.</i> |
| U Back, Samuel Hutchins
<i>Danielson, Conn.</i> | S Bell, James Halsey
<i>Essex Fells, N. J.</i> |
| U Bailey, Edward Hopkins, Jr.
<i>Wellesley Hills</i> | L Bell, Michael Davitt
<i>Pittsburgh, Pa.</i> |
| L Bailey, Philip Gilbert
<i>Bath, Me.</i> | L Bell, William Alexander, Jr.
<i>Bonn, Germany</i> |
| J Bailhe, John Davis
<i>Wilton, Conn.</i> | U Bennett, David Thomas
<i>Minneapolis, Minn.</i> |

PHILLIPS ACADEMY

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| <p>L Benson, Edward George, Jr.
<i>Skillman, N. J.</i></p> <p>S Bergeron, Alan Aspinwall
<i>Emsworth, Pa.</i></p> <p>U Bernet, James Guthrie
<i>Bristol Ferry, R. I.</i></p> <p>J Besecker, Franklin Delano
<i>Sanford, Fla.</i></p> <p>S Bethell, Thomas Noble
<i>South Essex</i></p> <p>L Bevis, William Wade
<i>Greenwich, Conn.</i></p> <p>U Bienstock, Peter Andrew
<i>New York, N. Y.</i></p> <p>U Bisgard, Carl Valdemar, Jr.
<i>Harlan, Iowa</i></p> <p>L Bishop, James Harris
<i>Waban</i></p> <p>U Bissell, Dwight Montgomery, Jr.
<i>San Jose, Calif.</i></p> <p>S Bissinger, Thomas Newton
<i>San Francisco, Calif.</i></p> <p>L Bittel, Michael Allen
<i>Johnstown, N. Y.</i></p> <p>S Blackman, James Bertram, Jr.
<i>Charlotte, N. C.</i></p> <p>J Blair, James Sutton
<i>Indiana, Pa.</i></p> <p>S Blanchard, Alan Franklin
<i>Hyattsville, Md.</i></p> <p>U Bland, Richard David
<i>White Plains, N. Y.</i></p> <p>L Blauvelt, Harry
<i>Ponca City, Okla.</i></p> <p>S Block, Andrew Keith
<i>Chicago, Ill.</i></p> <p>J Boddy, Edward Humphrey
<i>Andover</i></p> <p>S Bohorad, Robert Nathan
<i>Mahanoy City, Pa.</i></p> <p>S Bourne, Henry Reid, Jr.
<i>Danville, Va.</i></p> <p>L Bowman, John Clark
<i>Concord</i></p> <p>U Bradford, John Wilson
<i>Charleston, West Va.</i></p> <p>S Breed, George Herbert
<i>Marblehead</i></p> | <p>L Bremer, Lewis Paul, III
<i>New Canaan, Conn.</i></p> <p>U Brennan, Charles Allan
<i>Lowell</i></p> <p>L Bridges, Chandler Raymond
<i>Atlanta, Ga.</i></p> <p>L Brinkley, Marshall Burton
<i>Valdese, N. C.</i></p> <p>S Broadbent, Peter Allan
<i>Pembroke</i></p> <p>S Brockunier, Charles Marden
<i>Cambridge</i></p> <p>L Brooks, Cadwallader Evans
<i>Dallas, Pa.</i></p> <p>J Brown, Owen Joseph, III
<i>Wellesley Hills</i></p> <p>U Brown, Richard Anthony, Jr.
<i>Gettysburg, Pa.</i></p> <p>J Brown, William Gardner
<i>Lake Forest, Ill.</i></p> <p>S Browne, Roscoe Willett
<i>Louisville, Ky.</i></p> <p>J Brownrigg, Peter Dearborn
<i>Hamilton, Va.</i></p> <p>U Brownrigg, Walter Grant
<i>Hamilton, Va.</i></p> <p>S Buerger, Otto Martin, III
<i>Sands Point, N. Y.</i></p> <p>L Bunco, Jon Lander
<i>Roseburg, Ore.</i></p> <p>U Burdett, Arthur Crane
<i>Newtown, Conn.</i></p> <p>S Burke, Arnold Thomas
<i>Madison, Conn.</i></p> <p>J Burlingame, Michael Ashton
<i>Glendale, Mo.</i></p> <p>S Burnes, Robert Frederick
<i>Lawrence</i></p> <p>L Burness, Donald Bayer
<i>West Hartford, Conn.</i></p> <p>L Burnham, Arthur Backus
<i>Arlington</i></p> <p>U Burns, Dean Daniel
<i>Petoskey, Mich.</i></p> <p>U Burnside, Charles Davis
<i>Dayton, Ohio</i></p> <p>U Bush, Kimberly, Jr.
<i>Riverside, Conn.</i></p> |
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PHILLIPS ACADEMY

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| <p>L Bussey, Alan Eaton
<i>West Glacier, Mont.</i></p> <p>L Butler, John Kenrick, Jr.
<i>Andover</i></p> <p>J Butler, Lawrence Michael
<i>Chelsea</i></p> <p>L Butler, William Allington
<i>Grosse Pointe Farms, Mich.</i></p> <p>U Byrne, John Dawson
<i>Methuen</i></p> <p>S Calleo, Patrick Louis, Jr.
<i>Endicott, N. Y.</i></p> <p>J Cahners, John Douglas
<i>New Rochelle, N. Y.</i></p> <p>J Cahners, Robert Merrill
<i>Newton Centre</i></p> <p>L Campbell, Donald Sewell
<i>South Bend, Ind.</i></p> <p>S Campbell, Ronald James
<i>Waterford, Va.</i></p> <p>J Candler, James Nall, Jr.
<i>Grosse Pointe Farms, Mich.</i></p> <p>U Cardozo, Michael Hart, V
<i>Ithaca, N. Y.</i></p> <p>J Carota, Noel Farrell
<i>Milton</i></p> <p>S Carr, George Francis, Jr.
<i>Cincinnati, Ohio</i></p> <p>S Carroll, Kenneth William
<i>Mt. Vernon, N. Y.</i></p> <p>U Carroll, Richard Cushman, Jr.
<i>New Haven, Conn.</i></p> <p>L Carty, Thomas Joseph, Jr.
<i>Newtonville</i></p> <p>L Cary-Barnard, Patrick William
<i>New York, N. Y.</i></p> <p>S Casella, Charles Wickersham
<i>Naugatuck, Conn.</i></p> <p>S Cashman, Frank Allen
<i>Brookline</i></p> <p>J Castello, Joseph William
<i>Bridgeport, Conn.</i></p> <p>S Cathcart, David Arthur
<i>Palo Alto, Calif.</i></p> <p>S Catlin, Brian
<i>New York, N. Y.</i></p> <p>S Catron, David Lloyd
<i>Brunswick, Ohio</i></p> | <p>J Caturani, George Michael
<i>Greenwich, Conn.</i></p> <p>J Cecill, Robert Van Dyke
<i>Andover</i></p> <p>L Chapin, Allan Melville
<i>Cambridge</i></p> <p>L Chapin, Laurence Dearborn
<i>Peoria, Ill.</i></p> <p>L Chaplin, Raymond Herrick
<i>Nashua, N. H.</i></p> <p>L Charlton, John Carroll
<i>Andover</i></p> <p>L Cheek, Leslie, III
<i>Richmond, Va.</i></p> <p>U Chickering, Allen Lawrence, III
<i>San Francisco, Calif.</i></p> <p>S Childers, Frank Gracey
<i>Clarksville, Tenn.</i></p> <p>U Childs, David Willis, Jr.
<i>Amsterdam, N. Y.</i></p> <p>J Chirurg, James Thomas, Jr.
<i>Danvers</i></p> <p>S Clark, Charles Kilburn
<i>Wellesley Hills</i></p> <p>S Clark, Peter Lawrence
<i>Andover</i></p> <p>U Clay, Rufus Gordon
<i>Fort Worth, Tex.</i></p> <p>J Clifford, James Henry, 3d
<i>Rye Beach, N. H.</i></p> <p>U Cloyd, Marshall Preston
<i>Dallas, Tex.</i></p> <p>U Clymer, John Howard
<i>Wellesley Hills</i></p> <p>L Coffey, Lyman Bruce
<i>LaCanada, Calif.</i></p> <p>U Cohen, Milton Ira
<i>Chelsea</i></p> <p>L Colaneri, Joseph Edward
<i>Harrison, N. Y.</i></p> <p>J Collado, Emilio Gabriel, III
<i>Roslyn, N. Y.</i></p> <p>S Collins, Charles Tucker
<i>Forest Hills, N. Y.</i></p> <p>J Combo, Andrew John
<i>Ridgewood, N. Y.</i></p> <p>L Connell, John Richard
<i>Reading</i></p> |
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PHILLIPS ACADEMY

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| <p>S Connell, Michael John
<i>San Marino, Calif.</i></p> <p>S Cook, James Harry
<i>Mt. Pleasant, Pa.</i></p> <p>U Cook, James Scott
<i>Mt. Kisco, N. Y.</i></p> <p>U Cooper, Charles David
<i>Coraopolis, Pa.</i></p> <p>U Cooper, John Robert
<i>Chicago, Ill.</i></p> <p>U Corbin, Horace Kellogg, III
<i>South Orange, N. J.</i></p> <p>U Cornelissen, Andres Johannes
<i>Barranquilla, Colombia, S. A.</i></p> <p>L Cox, Basil Magor
<i>Oyster Bay, N. Y.</i></p> <p>L Cox, John Rogers, Jr.
<i>Terre Haute, Ind.</i></p> <p>S Cox, William Drought, Jr.
<i>New York, N. Y.</i></p> <p>S Craft, Carl Durant
<i>Bozeman, Mont.</i></p> <p>S Crawford, Kempster Blanchard
<i>Pasadena, Calif.</i></p> <p>S Creese, Bertram Thomas
<i>Danvers</i></p> <p>S Creese, William Ernest
<i>Danvers</i></p> <p>L Crocker, Chester Arthur
<i>Syosset, N. Y.</i></p> <p>S Crofoot, David Lodowick
<i>Fort Crook, Neb.</i></p> <p>U Crosby, Copley Enos
<i>Gardnerville, Nev.</i></p> <p>S Cross, Edwin John, Jr.
<i>Englewood, N. J.</i></p> <p>L Cruikshank, William, Jr.
<i>Garden City, N. Y.</i></p> <p>U Culter, John Richard
<i>Vancouver, Canada</i></p> <p>S Curley, Edward Patrick, Jr.
<i>Marblehead</i></p> <p>L Cushman, Trevor Arnold, III
<i>Tucson, Ariz.</i></p> <p>J Cutcliffe, Conrad M.
<i>Reading</i></p> <p>U Cutler, Thomas McKeen
<i>Darien, Conn.</i></p> | <p>J Daley, Barry Fredrick
<i>Lawrence</i></p> <p>U Daly, John Charles, Jr.
<i>Rye, N. Y.</i></p> <p>J Danforth, Nicholas Wellington
<i>Weston</i></p> <p>S D'Angelo, James Leonard
<i>Andover</i></p> <p>J Daniel, John Morgan
<i>Dallas, Tex.</i></p> <p>J Daniels, Alfred Arthur
<i>Peabody</i></p> <p>J Dann, Tyler
<i>Pawling, N. Y.</i></p> <p>J Darnton, John Townsend
<i>New York, N. Y.</i></p> <p>S Darnton, Robert Choate
<i>New York, N. Y.</i></p> <p>J Datlowe, Dayton Wood
<i>Armonk, N. Y.</i></p> <p>U Davis, Robert Calder, Jr.
<i>Ojai, Calif.</i></p> <p>L Davis, Robert Lee
<i>Somerville</i></p> <p>U Dean, Andrew John
<i>Wellesley Hills</i></p> <p>L de la Cruz, Carlos Manuel
<i>Havana, Cuba</i></p> <p>U Dent, Robert Aland
<i>Fayette City, Pa.</i></p> <p>L Devening, Robert Randolph
<i>San Marino, Calif.</i></p> <p>U Dexter, David Russell
<i>Orange</i></p> <p>S Dial, William Keck
<i>Seattle, Wash.</i></p> <p>J Dingilian, Steven Michael
<i>New York, N. Y.</i></p> <p>S Dignan, Thomas Gregory, Jr.
<i>Swampscott</i></p> <p>J Dinolt, George Walter
<i>Putnam, Conn.</i></p> <p>U Doak, Thomas Deaderick
<i>Shelbyville, Ky.</i></p> <p>L Doherty, John Charles
<i>Andover</i></p> <p>L Dolan, Clyde Morgan Edwards
<i>Groton</i></p> |
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PHILLIPS ACADEMY

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| U Dolan, John Francis
<i>Andover</i> | J Epstein, David George
<i>New York, N. Y.</i> |
| U Domingue, Louis Arthur
<i>Andover</i> | L Epstein, Jeffrey Sherman
<i>Brookline</i> |
| S Dorsey, James Elmo, Jr.
<i>Houston, Tex.</i> | L Espovich, Richard David
<i>Haverhill</i> |
| J Dougherty, John Dennis, Jr.
<i>Hingham</i> | U Estroff, Harry Leonard
<i>Pittsburgh, Pa.</i> |
| S Douglas, John Bruce
<i>Washington, D. C.</i> | U Eubanks, Michael Roy
<i>Lumberton, Miss.</i> |
| U Douglass, Alvin Gilbert, Jr.
<i>Washington, D. C.</i> | J Evans, Edward Parker
<i>Greenwich, Conn.</i> |
| S Draper, Jerry Lee
<i>Secaucus, N. J.</i> | S Faergeman, Ole
<i>Riverside, Conn.</i> |
| S Draper, John Howard, III
<i>Canton</i> | S Fallon, George Peele
<i>Seaford, Del.</i> |
| J Drooker, Michael Stephen
<i>Nahant</i> | U Fenn, Henry Anderson, Jr.
<i>Gainesville, Fla.</i> |
| J Dubocq, William Edmund, III
<i>Andover</i> | U Fichthorn, Kurtz Andrew, Jr.
<i>Southington, Conn.</i> |
| U Dunbar, William Carson
<i>Snow Hill, Md.</i> | L Fichthorn, Luke Eberly, III
<i>Darien, Conn.</i> |
| S Earl, Wayne Lloyd
<i>San Marino, Calif.</i> | S Field, Benjamin Rush, III
<i>West Hartford, Conn.</i> |
| J Edgerly, David Leighton
<i>Windsor, Vt.</i> | J Fillion, Richard Henry
<i>Somersworth, N. H.</i> |
| J Edwards, Samuel Dyer
<i>Menlo Park, Calif.</i> | U Fine, Paul Elmer More
<i>Southborough</i> |
| U Edwards, William James
<i>Andover</i> | U Finkle, David Raymond
<i>Trenton, N. J.</i> |
| U Eiseman, Jeffrey Weil
<i>Swampscott</i> | S Finney, John Rodman
<i>Montclair, N. J.</i> |
| U Elden, Thomas King
<i>Chicago, Ill.</i> | S Fitch, Gordon Cross
<i>Staten Island, N. Y.</i> |
| U Ellis, Dwight Warren, III
<i>Monson</i> | U FitzGibbon, Michael Thomas
<i>Mt. Kisco, N. Y.</i> |
| L Ellis, Wade, Jr.
<i>Oberlin, Ohio</i> | J Flye, John Allen
<i>Andover</i> |
| U Ellsworth, Dennis Reisling
<i>Ithaca, N. Y.</i> | U Fobes, David Lippincott
<i>Wilton, Conn.</i> |
| S Elser, Max Akin, III
<i>Peabody</i> | L Foote, Alfred Peter
<i>Mt. Kisco, N. Y.</i> |
| L Emerson, Edward Everett, Jr.
<i>Greenfield</i> | U Foote, Edward Milbank
<i>Cornwall Bridge, Conn.</i> |
| L Emsley, Howard Allen, Jr.
<i>Andover</i> | J Forster, Dale Edward
<i>Portland, Ore.</i> |
| J Engvall, Charles Andrew, Jr.
<i>Medford</i> | |

PHILLIPS ACADEMY

- s Forstmann, Theodore Joseph
Greenwich, Conn.
- s Foss, Clive Frank
La Mesa, Calif.
- L Foss, Stephen Woodrow
West Medford
- L Fournier, David Ballou
North Attleboro
- U Fox, Byron Michael
Roslyn Estates, N. Y.
- s Fox, Thomas Hale
Williamstown
- U Freedberg, John Michael
Salem
- J French, Perrin Lindol
San Francisco, Calif.
- L Frickhoeffter, William Harry
Charlotte, N. C.
- U Friedman, Samuel Gregory, Jr.
Santurce, Puerto Rico
- s Frierson, Meade
Cottondale, Ala.
- U Frost, Edmund Locke, Jr.
Arlington
- J Fuller, George
Woodside, Calif.
- s Gaede, Anton Henry
Charlotte, N. C.
- J Gage, Hugh Ross
East Hampton, N. Y.
- U Ganson, Charles Mackay, Jr.
Weston
- U Gardner, David
Hicksville, N. Y.
- L Gaskin, David Mervyn
Grosse Pointe Woods, Mich.
- U Gerbode, Frank Albert
San Francisco, Calif.
- L Gibson, John, IV
Sewickley, Pa.
- s Gilbert, Elon Hamilton
San Marino, Calif.
- L Gilbert, George Seymour Beckwith
New York, N. Y.
- U Gildehaus, Thomas Arthur
San Juan, Puerto Rico
- U Gillies, David Lyle
Ann Arbor, Mich.
- J Gillis, Lawrence Joseph
Revere
- s Girdler, Lewis
Old Greenwich, Conn.
- J Givens, Samuel Oliver
Chicago, Ill.
- s Golden, Brian Michael
Winchester
- U Golden, Michael Alan
Fitchburg
- U Goldthwaite, John Calvin
Andover
- L Goodyear, Richard
Ankara, Turkey
- U Gordon, Graham Mackenzie
Huntington, N. Y.
- U Gorman, Patrick Henry, 3d
Rye, N. Y.
- s Graham, Joseph Francis, III
Greenwich, Conn.
- s Green, James Reid, Jr.
Indiana, Pa.
- L Greenwood, Wilbur Rowe, III
Stamford, Conn.
- L Grew, Edward Wigglesworth, III
Dover
- J Griffin, Charles Anthony
Portsmouth, N. H.
- U Griggs, Alfred Leland
Rockford, Ill.
- s Grigsby, Charles Towler
Assinippi
- J Guthrie, George Gordon
Mountain Lakes, N. J.
- s Guthrie, Richard Park
Washington, D. C.
- J Hagenbuckle, Roderick Emerson
West Newton
- L Hale, Prentis Cobb, III
San Francisco, Calif.
- L Hall, Brooks Chapman
Short Hills, N. J.
- U Hall, Snowden Cowman, 3rd
Forest Hills, Danville, Va.
- U Hamilton, William
St. Helena, Calif.
- U Hammond, Franklin Tweed, III
Cambridge

PHILLIPS ACADEMY

- | | |
|---|---|
| <p>S Hammond, Gary Banks
<i>North Brookfield</i></p> <p>U Hanley, Francis Joseph, Jr.
<i>Brockton</i></p> <p>L Hanna, Thomas Philip
<i>Ithaca, N. Y.</i></p> <p>S Hansen, Peter Agnew
<i>Tenafly, N. J.</i></p> <p>S Hansman, John Adams
<i>Rockville Centre, N. Y.</i></p> <p>L Harper, David
<i>Red Hook, N. Y.</i></p> <p>L Harris, David Howard
<i>Hollywood, Fla.</i></p> <p>U Hartnett, Charles Frederick, Jr.
<i>Dover, N. H.</i></p> <p>J Hartnett, John Gillespie
<i>Dover, N. H.</i></p> <p>L Hayman, James Henry
<i>Rutherford, N. J.</i></p> <p>L Heard, Drayton Owsley, III
<i>Sewickley, Pa.</i></p> <p>J Heerwagen, Dean Reese
<i>Springfield, N. J.</i></p> <p>S Hegeman, William Wilder
<i>Rowayton, Conn.</i></p> <p>J Heinz, Charles Howard
<i>Pittsburgh, Pa.</i></p> <p>U Hendrickson, Richard Haelig
<i>Bridge Hampton, N. Y.</i></p> <p>S Henkes, Maarton
<i>Caracas, Venezuela, S. A.</i></p> <p>U Heredia, Jose Enrique
<i>Lima, Peru</i></p> <p>L Hewitt, Frank Seaver
<i>Oakmont, Pa.</i></p> <p>J Hibbard, Stephen Todd
<i>Pittsfield</i></p> <p>U Higgins, Jon Borthwick
<i>Andover</i></p> <p>S Higgins, Norman Horace
<i>Norwich, Conn.</i></p> <p>J Hile, Howard Brand
<i>Ciudad, Bolivar, Venezuela</i></p> <p>U Hilliard, William Palmer, Jr.
<i>Katonah, N. Y.</i></p> <p>L Hines, Ronald
<i>New Rochelle, N. Y.</i></p> | <p>S Holbrook, John Scott, Jr.
<i>Milwaukee, Wisc.</i></p> <p>L Hooker, Roger Wolcott, Jr.
<i>Lewiston, N. Y.</i></p> <p>J Horvitz, Paul Shindler
<i>Fall River</i></p> <p>S Hotelling, Edward Rawson
<i>Chapel Hill, N. C.</i></p> <p>S Houx, Oliver Marshall
<i>Rye, N. Y.</i></p> <p>U Howbert, James Brekke
<i>Detroit, Mich.</i></p> <p>S Howells, David Arthur
<i>Andover</i></p> <p>L Howland, John Seymour
<i>Amherst</i></p> <p>L Hsia, Sven Erik
<i>New York, N. Y.</i></p> <p>U Hubbard, Elijah Kent, III
<i>Greenwich, Conn.</i></p> <p>S Huber, Andrew Edward
<i>New York, N. Y.</i></p> <p>L Hughes, George Hill
<i>West Hartford, Conn.</i></p> <p>U Hughes, John Francis, Jr.
<i>Danvers</i></p> <p>U Hull, Robert Wyatt
<i>Washington, D. C.</i></p> <p>U Huntington, John Willard, Jr.
<i>Hartford, Conn.</i></p> <p>S Hurlbut, John Bingham, Jr.
<i>Stanford, Calif.</i></p> <p>J Huxley, Robert Daniel
<i>West Hartford, Conn.</i></p> <p>L Iglosias, Jose George
<i>Havana, Cuba</i></p> <p>S Incropera, Frank Paul
<i>Methuen</i></p> <p>J Ingham, Jonathan
<i>Mendham, N. J.</i></p> <p>U Irish, Ned
<i>New York, N. Y.</i></p> <p>L Israel, Andrew Cremieux
<i>Stamford, Conn.</i></p> <p>S Israel, John Wallace
<i>Ft. Lauderdale, Fla.</i></p> <p>S Ives, John Othniel, Jr.
<i>Norwalk, Conn.</i></p> |
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PHILLIPS ACADEMY

- | | | | |
|---|---|---|---|
| L | Jacobi, Robert de Greeff
<i>Mt. Kisco, N. Y.</i> | L | Kfoury, James Franklin
<i>Andover</i> |
| U | James, Alden, Jr.
<i>Pelham Manor, N. Y.</i> | J | Kieffer, Lawrence William
<i>Oswego, N. Y.</i> |
| U | Jenkins, William Robert
<i>Bangor, Me.</i> | U | Kiernan, David Seton
<i>Lawrence</i> |
| L | Jenner, Douglas Robert
<i>Denver, Colo.</i> | L | Killilea, Alfred George
<i>Andover</i> |
| J | Jessup, Nathaniel Foote
<i>Wilton, Conn.</i> | L | Kimball, Ralph Abbott, Jr.
<i>Andover</i> |
| L | Johanson, Ralph Nathanael, Jr.
<i>Wellesley</i> | S | King, Alan Shell
<i>Denver, Colo.</i> |
| U | Johnson, Dudley Paul
<i>Andover</i> | S | King, John Howard
<i>Tuxedo Park, N. Y.</i> |
| S | Johnson, Gaylord, Jr.
<i>Houston, Tex.</i> | J | King, John Scott
<i>Upper Montclair, N. J.</i> |
| L | Jones, Kirby
<i>Bedford, N. Y.</i> | S | Kingwill, Wilbur John, Jr.
<i>Newtonville</i> |
| U | Jones, Waldo Emerson, II
<i>Tulsa, Okla.</i> | L | Kinnear, William Brock
<i>Westport, Conn.</i> |
| S | Kammerer, William Simpson
<i>Whitestone, N. Y.</i> | J | Kip, Nicholas Van Houten
<i>Marblehead</i> |
| U | Kaplan, Bruce Michael
<i>Cedarhurst, N. Y.</i> | L | Kirk, Garrett, Jr.
<i>Old Greenwich, Conn.</i> |
| U | Kaufman, James David
<i>Oakland, Calif.</i> | U | Kirk, John Marshall
<i>Melrose</i> |
| U | Keaney, James Francis
<i>Andover</i> | U | Knowles, James Hughes, Jr.
<i>Pittsburgh, Pa.</i> |
| S | Keater, Gerrit Medbury
<i>Fairfield, Conn.</i> | S | Koehl, Albert Robert, II
<i>Ardsley-on-Hudson, N. Y.</i> |
| S | Keith, Richard Fellows
<i>Scarsdale, N. Y.</i> | L | Koehl, Dexter Clark
<i>Ardsley-on-Hudson, N. Y.</i> |
| U | Kelly, Paul Lance
<i>Watertown</i> | L | Kovi, Louis Vincent
<i>Ringoes, N. J.</i> |
| U | Kemp, Louis Franklin, Jr.
<i>Great Neck, N. Y.</i> | L | Kriebble, Frederick Brayton
<i>Hartford, Conn.</i> |
| S | Kendall, David Walbridge, Jr.
<i>Washington, D. C.</i> | U | Krook, Thomas Marshall
<i>San Francisco, Calif.</i> |
| U | Kenney, Peter Clark
<i>West Newton</i> | S | Kuchel, Roland Karl
<i>Topsfield</i> |
| J | Kenny, Thomas Frederick, II
<i>Montclair, N. J.</i> | L | Kukk, Toomas Juhan
<i>Deep River, Conn.</i> |
| U | Kepner, Robert Ford
<i>Havana, Cuba</i> | L | Lambert, Scott Clawson, Jr.
<i>San Francisco, Calif.</i> |
| S | Kerr, Robert Alexander
<i>Los Angeles, Calif.</i> | U | Larned, Frederick Stephen
<i>Grand Rapids, Mich.</i> |
| U | Kertess, Klaus Dieter
<i>Ardsley-on-Hudson, N. Y.</i> | S | Larrabee, Stephen Fuller
<i>Hartford, Conn.</i> |

PHILLIPS ACADEMY

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|---|--|---|---|
| L | Lawrence, John Clifton
<i>Sussex, N. Y.</i> | U | Livingston, Bayard Urquhart, IV
<i>Wayland</i> |
| J | Lawrence, Larry Jay
<i>Riverside, Conn.</i> | L | Lodge, David Williams
<i>Brooklyn, Conn.</i> |
| S | Lawson, Thomas Latimer
<i>Philadelphia, Pa.</i> | S | Loeser, Rudolf Karl
<i>Waltham</i> |
| J | Leadbitter, Robert Gale
<i>Andover</i> | L | Lubarsky, Richard Jared
<i>Worcester</i> |
| U | Leaf, James Gillespie
<i>Andover</i> | L | Lunde, Erik Sheldon
<i>College Park, Md.</i> |
| J | Leavitt, Edward Ashley
<i>Andover</i> | L | Lynch, Stephen Andrew, III
<i>Miami Beach, Fla.</i> |
| U | Ledyard, John Odell
<i>Grosse Pointe Farms, Mich.</i> | U | Lynch, Thomas John
<i>Andover</i> |
| J | Lee, Peter Wuntuh
<i>Larchmont, N. Y.</i> | J | MacAdam, Robert Bruce
<i>Andover</i> |
| S | Lee, Richard Brereton
<i>Scarsdale, N. Y.</i> | U | McBaine, John Neylon
<i>San Francisco, Calif.</i> |
| L | Leete, Richard Lawrence
<i>Andover</i> | L | McCarthy, Edward Aloysius
<i>Medford</i> |
| U | Leonard, John Peter
<i>Larchmont, N. Y.</i> | L | McClellan, John, Jr.
<i>Woodstock, Conn.</i> |
| J | LeRoy, Robert Livingston
<i>Simsbury, Conn.</i> | U | McCollom, Bruce Muir
<i>Cold Spring Harbor, N. Y.</i> |
| U | Levin, David Michael
<i>Little Silver, N. Y.</i> | S | McConnell, John Hay
<i>Manhasset, N. Y.</i> |
| S | Lewis, James Fielding
<i>Maumee, Ohio</i> | L | McDonell, Alexander Angus, 3d
<i>Farmington, Conn.</i> |
| U | Lewis, Lawrence Jon
<i>Portland, Me.</i> | S | McEwan, William Talbot, Jr.
<i>Buenos Aires, Argentina</i> |
| S | Lewis, Russell Newton
<i>Andover</i> | U | MacInnis, Neil, Jr.
<i>Malden</i> |
| L | Lichtenstein, Joel Edward
<i>Newark, Ohio</i> | J | MacInnis, Ronald
<i>Malden</i> |
| U | Liebhafsky, Douglas Small
<i>Schenectady, N. Y.</i> | S | MacKenzie, Richard Corey
<i>Andover</i> |
| S | Lindsay, Dale Alton, Jr.
<i>Greenwich, Conn.</i> | J | MacLean, Shian
<i>Exira, Iowa</i> |
| S | Lindy, Justin Richard
<i>Loughton, Essex, England</i> | U | MacLeod, Kenneth Alexander, Jr.
<i>Medford</i> |
| U | Linfoot, John Philip
<i>Geneseo, N. Y.</i> | S | MacNaughton, Malcolm, Jr.
<i>Honolulu, Hawaii</i> |
| L | Linforth, David Arnold
<i>Hulmeville, Pa.</i> | L | McNeece, Robert Wilson
<i>Chatham</i> |
| L | Little, William Eldred, Jr.
<i>Jericho, N. Y.</i> | U | Mackenzie, Roger Duncan
<i>San Francisco, Calif.</i> |
| L | Littleton, David Alan
<i>Winchester</i> | J | Macmillan, Miller Lash
<i>Washington, D. C.</i> |

PHILLIPS ACADEMY

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| <p>s Magee, Sidney Henry, Jr.
<i>Greenwich, Conn.</i></p> <p>s Mahoney, Michael Sean
<i>White Plains, N. Y.</i></p> <p>L Maier, Ward Reynolds
<i>Kensington, Conn.</i></p> <p>U Makanna, Philip Joseph
<i>Huntington, N. Y.</i></p> <p>s Malone, John William
<i>Andover</i></p> <p>U Mann, Arthur Kenneth
<i>Lancaster, Pa.</i></p> <p>s Marsh, Spencer Scott, III
<i>Madison, N. J.</i></p> <p>L Martin, Geoffrey
<i>Ridgewood, N. J.</i></p> <p>L Mason, John Sykes, Jr.
<i>Rockville, Conn.</i></p> <p>U Mason, Thomas Sykes
<i>Rockville, Conn.</i></p> <p>U Mathewson, Robert Colville, Jr.
<i>Lafayette, Calif.</i></p> <p>s Mathis, John Buell
<i>Rye, N. Y.</i></p> <p>s Mattern, Peter Louis
<i>Hamilton</i></p> <p>L Matton, John William
<i>Andover</i></p> <p>U Maxim, Peter Edward
<i>Reading</i></p> <p>L Mayer, Edward Valentine, Jr.
<i>New City, N. Y.</i></p> <p>U Mayer, John Anton, Jr.
<i>Pittsburgh, Pa.</i></p> <p>U Meehan, Robert Smith
<i>Stamford, Conn.</i></p> <p>L Meistrell, Gerard Moody
<i>Great Neck, N. Y.</i></p> <p>s Merrill, Frederick Thayer, Jr.
<i>Washington, D. C.</i></p> <p>L Meyer, Ronald Lewis
<i>Wellesley</i></p> <p>U Middlebrook, Jonathan
<i>New York, N. Y.</i></p> <p>U Milchen, Joseph Arnold
<i>El Paso, Tex.</i></p> <p>s Milde, Karl Friedrich, Jr.
<i>Litchfield, Conn.</i></p> | <p>s Miles, William Smith, III
<i>Peoria, Ill.</i></p> <p>L Miller, Christopher Richard
<i>Kenosha, Wisc.</i></p> <p>U Minard, Julian Edward
<i>Andover</i></p> <p>s Minskoff, James E.
<i>Harrison, N. Y.</i></p> <p>U Missud, Jean Walden, III
<i>Chilmark, Martha's Vineyard</i></p> <p>U Mochary, Stephen Edwin
<i>New Rochelle, N. Y.</i></p> <p>J Moffat, Stephen Ayres
<i>San Francisco, Calif.</i></p> <p>L Moger, Daniel Whepley, Jr.
<i>Riverside, Conn.</i></p> <p>L Mondale, Jason Edward
<i>Andover</i></p> <p>L Montgomery, John Grey
<i>Junction City, Kans.</i></p> <p>L Moock, Peter Russell
<i>Pennington, N. J.</i></p> <p>U Morehouse, John Randall
<i>Brooklyn, N. Y.</i></p> <p>s Morgan, Jeffrey Walter
<i>Cromwell, Conn.</i></p> <p>J Morgan, Stevenson Demuth
<i>Tuxedo Park, N. Y.</i></p> <p>U Morse, Dexter Paul
<i>Arlington</i></p> <p>U Morse, Frank Peele, III
<i>Swampscott</i></p> <p>L Moseley, Lloyd Winfred, Jr.
<i>Ridgewood, N. J.</i></p> <p>J Moses, Morgan Evan
<i>Washington, D. C.</i></p> <p>s Motycka, John Newberry
<i>Coventry, Conn.</i></p> <p>U Movius, Geoffrey Hallam
<i>Cambridge</i></p> <p>J Mudd, Henry Thomas, Jr.
<i>Los Angeles, Calif.</i></p> <p>s Munich, Richard Lee
<i>Lexington, Ky.</i></p> <p>U Munn, Norman Henry
<i>Brunswick, Me.</i></p> <p>U Munroe, Peter Lee
<i>New York, N. Y.</i></p> |
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PHILLIPS ACADEMY

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|---|--|
| U Munson, William Lusk
<i>Allegany, N. Y.</i> | J O'Brien, Dennis Michael
<i>Saigon, Vietnam, Indochina</i> |
| U Murphy, John Francis
<i>Wellesley</i> | S Odden, Lance Rue
<i>Princeton, N. J.</i> |
| S Murray, Jay John
<i>Fair Haven, N. J.</i> | L O'Donoghue, Michael
<i>Bedford, N. Y.</i> |
| U Myers, Thomas Engelhard, Jr.
<i>Easley, S. C.</i> | J Ogden, John Vining
<i>Ann Arbor, Mich.</i> |
| S Myrvaagnes, Eric Richard
<i>Medford</i> | L Ohnesorge, Gilbert Walter, Jr.
<i>Reading</i> |
| U Nasr, Hooshang
<i>Tehran, Iran</i> | J Okie, James Platt, Jr.
<i>Stamford, Conn.</i> |
| L Nassau, Robert Hamill
<i>Rutland, Vt.</i> | S Olsson, Philip Craig
<i>Plymouth</i> |
| S Neisner, Lewis James
<i>Rochester, N. Y.</i> | S Orcutt, Timothy Parkhurst
<i>Gloversville, N. Y.</i> |
| L Nelson, John Gillespie
<i>Saugus</i> | U O'Reilly, Frank DeSales, III
<i>Lock Haven, Penn.</i> |
| L Neshamkin, Anthony Paul
<i>New York, N. Y.</i> | U Orgera, Winthrop Belcher
<i>Rye, N. H.</i> |
| S Newell, John Bidwell
<i>Garden City, Kans.</i> | L Othmer, David Artman
<i>Cali, Colombia, S. A.</i> |
| J Newton, James Armstrong
<i>Westboro</i> | S Packard, Thomas Jenkins
<i>Plymouth</i> |
| U Nicholas, Nicholas John, Jr.
<i>Portsmouth, N. H.</i> | U Page, David Lee
<i>Dhahran, Saudi Arabia</i> |
| J Nields, John Whitelaw, Jr.
<i>New York, N. Y.</i> | J Page, John France
<i>Darien, Conn.</i> |
| L Nilson, George Albert
<i>Douglaston, N. Y.</i> | L Palmer, Robert Bolling
<i>Beaver, Penn.</i> |
| S Nordhaus, Richard Staab
<i>Albuquerque, New Mex.</i> | S Parke, Rodney Melvin
<i>Seattle, Wash.</i> |
| L Nordhaus, William Dawbney
<i>Albuquerque, New Mex.</i> | L Parker, Larry Madison
<i>Charlotte, N. C.</i> |
| U Norlin, Eric Charles
<i>Lexington</i> | L Passler, David Luther
<i>Wakefield</i> |
| J Novick, Robert Arthur
<i>Lowell</i> | L Patrick, Kennett Michael
<i>Pasadena, Calif.</i> |
| L Noyes, James Leonard, Jr.
<i>Madison, Wis.</i> | J Patrick, Willard Tillman, Jr.
<i>Great Neck, N. Y.</i> |
| U Nurenberg, Rovert David
<i>Sao Paulo, Brazil</i> | L Patterson, William Canning
<i>Bedford Hills, N. Y.</i> |
| L Nuttle, Philip Everngam, Jr.
<i>Easton, Md.</i> | L Payne, Samuel Giles, V
<i>Bridgeport, Conn.</i> |
| L Oakey, Volker
<i>New Hope, Pa.</i> | S Peluso, Vincent Anthony
<i>Asbury Park, N. J.</i> |
| | S Pendleton, Brian
<i>Montclair, N. J.</i> |

PHILLIPS ACADEMY

- L Pendleton, Lea Bond
Andover
- s Pendleton, Miles Stevens, Jr.
Andover
- s Penny, William Edward
White Plains, N. Y.
- s Pereira, Carlos Martin
Institute, West Va.
- U Perell, Edward Andrew
Stamford, Conn.
- U Perez, Peter Manuel
Elkhart, Ind.
- s Perin, Rueben Lyman, Jr.
Scarsdale, N. Y.
- U Petraske, Alan Richard
Nashua, N. H.
- s Phillips, Thomas DuBois
South Royalton, Vt.
- s Phillips, Walter Massey, Jr.
Philadelphia, Pa.
- U Pidot, George Bernard, Jr.
Locust Valley, N. Y.
- L Pochna, Peter Tichener
Darien, Conn.
- U Poinier, Jeremiah Carter
Summit, N. J.
- J Pojidaeff, Dimitri
New York, N. Y.
- U Polsby, Richard Hugh
Norwich, Conn.
- L Poole, Thomas Cowen
Tuskegee Institute, Ala.
- U Porter, Jon Hull
Penfield, N. Y.
- J Posner, Michael Kagan
Ludlow
- U Posner, Robert Allan
New York, N. Y.
- s Potter, Howard Maxwell
Tuxedo Park, N. Y.
- U Powers, Robert Sibley
Grosse Pointe, Mich.
- U Prael, Frederick Adolph, III
Harvard
- J Prael, Joseph Markel
Harvard
- U Pratt, Vernon Gaither
Durham, N. C.
- L Prendergast, Stephen Lawrence
Andover
- s Prentice, Peter Spelman
New York, N. Y.
- s Putney, Paul William
Rydal, Pa.
- J Quinn, Martin
San Francisco, Calif.
- s Rae, Bruce Alan
Wellesley Hills
- s Rapp, William Venable
New York, N. Y.
- U Rawls, William Bryant, Jr.
New York, N. Y.
- U Reid, John Barlow, Jr.
Yonkers, N. Y.
- s Reische, Alan Lawrence
Manchester, N. H.
- s Remington, David Fitch
Syracuse, N. Y.
- J Renner, Robert Allen
Baltimore, Md.
- J Rhineland, Charles Meredith
Charlottesville, Va.
- U Rhineland, Laurens Hamilton, Jr.
Charlottesville, Va.
- U Rice, Edward Adams
Andover
- s Rice, Seth
Meredith, N. H.
- U Richardson, David Fell
Concord
- U Richardson, Donald Kimball
Wellesley Hills
- U Richardson, William Tiffany
Harrison, N. Y.
- s Ridgway, Charles Parsons
Short Hills, N. J.
- U Rieber, Stephen Lockwood
Pound Ridge, N. Y.
- L Riley, Kevin Edwin
Weston
- U Ripley, Stephen Bradway
Calgary, Alberta, Canada
- s Robb, Peter Berlet
Loudonville, N. Y.

PHILLIPS ACADEMY

- J Robinson, John Frantz
Monongahela, Pa.
- L Robinson, William McIllwain, III
Pittsburgh, Pa.
- U Rockwell, John Sargent
San Francisco, Calif.
- U Rockwell, Samuel Forbes, 2d
North Andover
- L Rodriguez, Juan Eduardo
San Juan, Puerto Rico
- J Rogers, Andrew Yelverton, Jr.
New York, N. Y.
- L Rogers, Arthur Merriam, Jr.
Charlotte, N. C.
- L Rogers, David Baskett
Glenshaw, Pa.
- S Rogers, John Otto
Syracuse, N. Y.
- S Romanoff, Rostislav
Lake Bluff, Ill.
- L Rosati, Robert Anthony
New York, N. Y.
- L Roscow, John F., III
Inverness, Fla.
- U Rosenthal, Douglas Myron
Fall River
- J Ross, Allen
Norwich, Conn.
- U Ross, David Harold
Norwich, Conn.
- J Ross, Richard Rand
Whitestone, N. Y.
- S Ross, Timothy Woods
Hayward, Wisc.
- S Rossen, Stephen Michael
New York, N. Y.
- L Rostler, Stephen Howard
Lowell
- U Rotan, Edward McCall
Houston, Tex.
- U Rowland, Daniel Bruce
Methuen
- L Ruby, Sandow Sacks
White Plains, N. Y.
- J Russ, Robert Wilkinson
Hancock, N. H.
- U Russell, Kenneth Joseph
Asbury Park, N. J.
- U Salter, Malcolm Stephan
Swampscott
- U Sanborn, Scott Webster
Andover
- U Sandberg, Stephan Gunn
Wethersfield, Conn.
- L Sanderson, Colin
Marion
- J Sanderson, Robert
Marion
- L Sanford, William Farnam
Greenwich, Conn.
- S Saufley, Shelton Marshall, III
Richmond, Ky.
- L Sawyer, Charles Francis
Dalton
- L Sawyer, John Franklin
North Tarrytown, N. Y.
- J Saxton, Nicholas Hunnewell
Framingham Centre
- U Schieren, Carl Victor, Jr.
Pluckemin, N. J.
- L Schlaifer, Peter Charles
Lincoln
- J Schulman, Richard Alan
Waban
- U Schwartz, Henry Donald
Portsmouth, N. H.
- S Scott, Roland Boyd, Jr.
Washington, D. C.
- U Scoville, Anthony Church
McLean, Va.
- S Scudder, Theodore Townsend, III
Dover, Del.
- L Secundy, Gerald David
Washington, D. C.
- J Seifert, William Frederick, Jr.
Rockford, Ill.
- S Seymann, Richard Geoffrey
Brooklyn, N. Y.
- L Shaw, Cuyler Eaton
Fairfield, Conn.
- J Sheehy, Daniel Joseph
Andover
- U Sherman, Michael Hugh
West Newton
- J Sherman, William Delano
San Francisco, Calif.

PHILLIPS ACADEMY

- U Shinn, James Washburn
Annapolis, Md.
- L Shirley, Frederick Randlett
Tuckahoe, N. Y.
- U Shirley, Richard Sargent
Tuckahoe, N. Y.
- S Shore, Thomas Spencer, Jr.
Cincinnati, Ohio
- J Shulman, Seth David
Brookline
- S Shuman, Alfred James
Chestnut Hill
- S Sikkenga, William Jay
Shelby, Mich.
- U Simpson, Leslie Ernest
Newark, Ohio
- S Sink, Stephen Shope
Indiana, Pa.
- U Sinton, Michael Stanley
San Francisco, Calif.
- U Slote, Michael Anthony
Poundridge, N. Y.
- L Smith, Charles Wesley
New Bloomfield, Pa.
- U Smith, Dane Farnsworth, Jr.
Albuquerque, New Mex.
- U Smith, Douglas
St. Joseph, Mo.
- S Smith, Gaylor Edwin
La Porte, Tex.
- L Smith, George Pearson
Arlington, Va.
- L Smith, James Spear
Rahway, N. J.
- J Smith, Laird Kenneth
Oceanside, N. Y.
- S Smith, Philip Chadwick Foster
Wenham
- L Smoyer, David Brooks
Princeton, N. J.
- L Smyth, Whitney Baker
Roslyn Estates, N. Y.
- U Snow, David Gould
Charlotte, N. C.
- L Snyder, William Penn, IV
Sewickley Heights, Pa.
- S Sonabend, Samuel David
Salem
- S Sorensen, Fred Cunningham
Fairfield, Conn.
- J Sorota, Stephen Stanley, Jr.
Andover
- S Sox, Harold Carleton, Jr.
Atherton, Calif.
- U Spink, Shepard Colegrove
Greenwich, Conn.
- U Springer, Hugh Brock
Fairmont, West Va.
- J Spitzer, Nicholas Canaday
Princeton, N. J.
- S Spurgeon, Edward Dutcher
Newton, N. J.
- U Stafford, Craig Finley
Darien, Conn.
- L Standish, Thomas Anderson, 3d
Sewickley, Pa.
- S Staples, Jon Tewksbury
Gardiner, Me.
- L Stapleton, David William
Schererville, Ind.
- U Stare, David Scott
Wellesley
- L Steagall, David Julian
Charlotte, N. C.
- L Steers, George Whitman
Larchmont, N. Y.
- S Steinkamp, Roderic Gordon
Greens Farms, Conn.
- U Steketee, Peter White
Grand Rapids, Mich.
- S Stephenson, Robert McCreary
Ashland, Ky.
- S Sterling, William Wallace
Stanford, Calif.
- S Stevens, George Edward
Oyster Bay, N. Y.
- S Stewart, James Cobb
Cleveland, Ohio
- L Stiles, Thomas Beveridge
Ridgewood, N. J.
- U Stiles, William Farquhar
Swampscott
- U Stine, Larry Lee
Asbury Park, N. J.
- L Stirling, Thomas Luke, Jr.
Andover

PHILLIPS ACADEMY

- | | | | |
|---|---|---|---|
| L | Stone, David Bonesteel, Jr.
<i>Fort Sam Houston, Tex.</i> | s | Tracy, Daniel Crannell
<i>Marblehead</i> |
| U | Stripling, William Kingsberry, III
<i>Fort Worth, Tex.</i> | U | Train, Bruce Gibner
<i>Fort Leavenworth, Kans.</i> |
| L | Stuart, James McClure
<i>Lake Forest, Ill.</i> | s | Trane, Reuben Nicholas, II
<i>Dalton, Pa.</i> |
| U | Stucki, Mishell Josef
<i>Clearfield, Utah</i> | U | Trickey, Frederick David
<i>East Lansing, Mich.</i> |
| L | Styles, Arthur Dennis, Jr.
<i>Wellesley</i> | s | Tripp, Minot Weld, Jr.
<i>Pasadena, Calif.</i> |
| s | Suitt, Samuel Roy, III
<i>Charlotte, N. C.</i> | s | Trivers, Stephen Culver
<i>Atlanta, Ga.</i> |
| U | Sullivan, Brian Peter
<i>Andover</i> | L | Troianello, Francis Michael
<i>Lawrence</i> |
| U | Sullivan, Dermot Oliver
<i>Hanover, N. H.</i> | J | Trowbridge, Thomas Rutherford
<i>New Britain, Conn.</i> |
| J | Sullivan, James Roger, Jr.
<i>Fall River</i> | J | Tulp, Arnold Sheffield
<i>Rumson, N. J.</i> |
| L | Sullivan, John Augustine
<i>Andover</i> | J | Turchik, James Buda
<i>Trumbull, Conn.</i> |
| J | Sullivan, Richard Michael
<i>Lawrence</i> | s | Tuttle, Allan Abbot
<i>Nutley, N. J.</i> |
| s | Sullivan, Thomas Henry
<i>Lebanon, Conn.</i> | s | Ullman, Leo Salomon
<i>Port Washington, N. Y.</i> |
| L | Swearingen, Ralph Waldo, III
<i>Los Angeles, Calif.</i> | L | Upton, Ronald Philip
<i>South Dartmouth</i> |
| U | Tashjian, Dickran Levon
<i>Melrose</i> | s | Urgoiti, Nicholas
<i>Madrid, Spain</i> |
| L | Taylor, William Curtis, Jr.
<i>Lake Forest, Ill.</i> | s | ValdeJuly, Arturo Enrique, Jr.
<i>Ponce, Puerto Rico</i> |
| s | Terry, Thomas Milton
<i>Falls Church, Va.</i> | s | Vallender, Charles Francis, III
<i>Wellesley</i> |
| L | Theberge, Paul Joseph
<i>Methuen</i> | U | van Amerongen, Lewis William
<i>Plandome, N. Y.</i> |
| U | Tillotson, James Michael
<i>Colusa, Calif.</i> | s | Van Schaack, Henry Cruger, III
<i>Denver, Colo.</i> |
| U | Tippett, Michael Charles
<i>Lima, Peru</i> | s | Vinopal, Robert Thomas
<i>Titusville, Pa.</i> |
| s | Todd, George Russell
<i>Wellesley Hills</i> | U | Wadsworth, Christopher
<i>Winchester</i> |
| L | Toll, Maynard Joy, Jr.
<i>Los Angeles, Calif.</i> | s | Wallace, Daniel A.
<i>Daytona Beach, Fla.</i> |
| J | Tompkins, Boylston Adams, III
<i>Wayland</i> | s | Wallace, Donald B.
<i>Daytona Beach, Fla.</i> |
| U | Toole, David Russell
<i>Scarsdale, N. Y.</i> | L | Walsh, David Haslam
<i>Scarsdale, N. Y.</i> |
| s | Townsend, John Alden
<i>Oneida, N. Y.</i> | | |

PHILLIPS ACADEMY

- J Walton, Augustus Berry, Jr.
Little Rock, Ark.
- L Walton, George Birmingham
Louisville, Ky.
- S Ward, Peter Hamilton
Ithaca, N. Y.
- L Warden, David Todd
Syosset, N. Y.
- S Warner, Berlin Lee
Centerville, Pa.
- S Watters, Robert Alexander, Jr.
Andover
- L Weaver, Allan Cook
Andover
- S Weaver, Ralph
Fort Worth, Tex.
- J Webb, Bradford Ernest, Jr.
Andover
- L Webb, Lee Dunham
Brookline
- S Webster, Daniel
Milwaukee, Wisc.
- U Weeden, William Crawford, III
Hingham
- U Weihofen, William Henry
Albuquerque, New Mex.
- S Weisbuch, Thomas Berman
Kings Point, N. Y.
- U Welch, Thomas Dunwoody, Jr.
Marblehead
- L Wellington, Roger Underwood, Jr.
Wellesley Hills
- U Wells, Peter Hamlin
Mt. Kisco, N. Y.
- U Westerlund, Einer John, Jr.
Cleveland Heights, Ohio
- S Wexler, Daniel Patrick
Newtonville
- U Wheeler, Manchester Haynes, Jr.
Manchester, Me.
- S Whiskeman, James Peter, III
Baltimore, Md.
- L White, George Edward
Roslyn, N. Y.
- U White, Thayer Dun
Norwell
- U Whitehouse, Walter Jack
Pottsville, Pa.
- S Whitesides, George McClelland
Anchorage, Ky.
- J Wickwire, Ward A., III
Sewickley, Pa.
- S Wierzynski, Gregory H. J.
Sag Harbor, N. Y.
- S Willard, John Ormsby
Sewickley, Pa.
- L Williams, James Marler
Durham, N. C.
- J Williams, Robert Angus, Jr.
Lisbon, Ohio
- S Willis, Benjamin Grant, Jr.
Falmouth
- U Wilson, James Vaughn, Jr.
Fort Worth, Tex.
- U Winebrenner, David Edwin, IV
New Oxford, Pa.
- L Winfield, John Robert
Little Silver, N. J.
- U Wing, John Franklin
Marshfield, Wisc.
- S Wonacott, Paul Newton, Jr.
Portland, Ore.
- J Wood, Jeremy Scott
Upper Montclair, N. J.
- U Woodbury, Mark, III
Hamden, Conn.
- J Woods, Ward Wilson, Jr.
La Jolla, Calif.
- U Woodward, William Philip
Ottawa, Ill.
- S Wright, Gilbert Prescott, Jr.
Wellesley Hills
- L Wyckoff, Walter Watson
New York, N. Y.
- U Yu, Yuan-Lung
New York, N. Y.
- S Zecha, Austen Victor Lauw
Djakarta, Java, Indonesia
- U Zeff, Robert Harris
Pittsfield
- J Ziegler, William Russell
Wilton, Conn.
- L Zug, Christopher
Sewickley, Pa.

ALUMNI ORGANIZATION

Andover alumni (numbering over 12,000) are organized in the Andover Alumni Association which has a 60-man executive body, the Alumni Council. The Council organizes and directs several alumni advisory committees. Additionally, each class elects a Secretary to promote the exchange of news and to organize reunions, and an Agent whose primary effort is for the annual alumni fund. This annual giving program has grown rapidly in the past few years, and last year totalled \$185,000.

Alumni have traditionally proven the strongest single support of the school. Practically every landmark on Andover Hill has been given in part or in full by alumni. And many a less tangible project such as educational or athletic policy has been stimulated by alumni interest and advice.

THE ALUMNI COUNCIL

Term Expires June 1957

Archie M. Andrews, Jr., '37
Greenwich, Conn.
Kempton Clark, '21
Little Compton, R. I.
David A. Dudley, '28
Marblehead, Mass.
B. Rush Field, Jr., '27
West Hartford, Conn.
Joseph C. Fox, '34
New York, N. Y.
David C. Hale, '13
Amherst, Mass.
Francis Hartley, Jr., '15
Portsmouth, N. H.
Richard Jackson, '29
Boston, Mass.
DeLaney Kiphuth '37
Hamden, Conn.
Fletcher E. Nyce, '26
Cincinnati, Ohio
A. Murray Preston, '31
Washington, D. C.
William C. Ridgway, Jr., '25
Short Hills, N. J.
Nathaniel Reed, '51
Andover, Mass.
Edward A. Robie, '37
New Rochelle, N. Y.

H. Carl Sandberg, '26
Wethersfield, Conn.
Howard Snow, '21
Charlotte, N. C.
John R. Stevenson, '38
New York, N. Y.
James R. Stewart, '27
Cleveland, Ohio
Michael Suisman, '47
West Hartford, Conn.

Term Expires June 1958

Amory Bradford, '30
New York, N. Y.
Keith S. Brown, '31
Tucson, Ariz.
Benjamin D. Gilbert, '26
New York, N. Y.
Lucius T. Hill, '12
Brookline, Mass.
Robert L. Ireland, 3rd, '38
New York, N. Y.
Marshall MacDuffie, '27
New York, N. Y.
John M. McGauley, '29
New York, N. Y.
Donald H. McLean, Jr., '28
New York, N. Y.

PHILLIPS ACADEMY

William B. Macomber, Jr., '40
 Washington, D. C.
 John U. Monro, '30
 Winchester, Mass.
 J. Read Murphy, '38
 West Hartford, Conn.
 Gregg Neville, '18
 New York, N. Y.
 John E. Palmer, '25
 Portland, Maine
 A. Wells Peck, '09
 New York, N. Y.
 J. Lowell Pratt, '25
 New York, N. Y.
 Frank W. Rounds, Jr., '34
 Norwood, Mass.

Term Expires June 1959

Prescott S. Bush, Jr., '40
 Greenwich, Conn.
 Norman L. Cahners, '32
 Boston, Mass.
 John H. Castle, Jr., '34
 Rochester, N. Y.
 Sherman Chickering, '29
 San Francisco, Calif.
 John L. Cooper '31
 Dover, Mass.
 Robert C. Dean, Jr., '45
 Easton, Penna.
 Samuel A. Groves, '27
 Boston, Mass.
 Fred I. Kent, 2d, '38
 Andover, Mass.
 Langley C. Keyes, '20
 Boston, Mass.

Clifford F. Lindholm, 2nd, '49
 Upper Montclair, N. J.
 Robert J. Nordhaus, '27
 Albuquerque, N. Mex.
 Edward O'Neil, II, '27
 Pittsburgh, Penna.
 Norman H. Pearson, '28
 Hamden, Conn.
 Leicester H. Sherrill, '22
 New York, N. Y.
 Raymond F. Snell, '14
 New York, N. Y.
 Thomas D. Welch, '30
 Boston, Mass.

Representing the Trustees

Peter Capra, '22
 New York, N. Y.
 Frederick G. Crane, '15
 Dalton, Mass.
 Chauncey B. Garver, '04
 New York, N. Y.
 F. Abbot Goodhue, '02
 Hewlett, L. I., N. Y.
 Fletcher E. Nyce, '26
 Cincinnati, Ohio

Representing the School

G. Grenville Benedict
 Alan R. Blackmer
 Henry W. Schereschewsky
 M. Lawrence Shields
 Robert W. Sides, '34
 Frederick A. Stott, '36
 Executive Secretary

ALUMNI REPRESENTATIVES

Whenever possible, it is highly desirable that candidates come to Andover for a personal interview with the Director of Admissions or the Admissions Officer. Candidates unable to visit Andover should arrange an interview with an Alumni Representative, who will be glad to meet with candidates at a mutually convenient time. Whether the interview is at Andover or elsewhere, an appointment should be made in advance. Attention is called to the office hours listed on page 17.

ALUMNI REPRESENTATIVES

(Arranged alphabetically by city)

ALBANY, NEW YORK

(see Amsterdam, New York)

ALBUQUERQUE, NEW MEXICO

GREGORY H. ILLANES, Jr., '38
409 12th Street, N.W.

ROBERT J. NORDHAUS, '27
Route 2, Box 710

AMSTERDAM, NEW YORK

LEON H. YOUNG, '20
22 Summit Avenue

ATLANTA, GEORGIA

FRANK F. FORD, '32
3120 Maple Drive, N.E.

ROBERT A. SEARS, M.D., '35
Doctors Building

AUBURN, MAINE

WILLIS A. TRAFTON, JR., '36
323 Minot Avenue

BARTLESVILLE, OKLAHOMA

CARL M. ELKAN, '35
3501 Woodland Road

BIRMINGHAM, ALABAMA

ROBERT C. FORD, '29
THOMAS C. FORD, '26
Ford Tool & Carbide Company
3716 Tenth Avenue

BUFFALO, NEW YORK

E. BARTON CHAPIN, '36
Park School
Harlam Road, Snyder 21
HAROLD P. RICH, '25
16 Clarendon Place

CHARLESTON, SOUTH CAROLINA

SCOTT V. WALKER, '38
P. O. Box 5287

CHARLESTON, WEST VIRGINIA

WILLIAM A. PUGH, '39
15 Grosscup Road

CHARLOTTE, NORTH CAROLINA

HOWARD SNOW, '21
Southern Friction Materials Co.
Box 1475

CHARLOTTESVILLE, VIRGINIA

N. J. MACFARLANE, '16
P. O. Box 1818, University Station

CHICAGO, ILLINOIS

GARDNER BROWN, '24
722 North Michigan Avenue
W. NEWTON BURDICK, '35
660 Elder Lane
Winnetka, Ill.

PHILLIPS ACADEMY

CINCINNATI, OHIO

RT. REV. BISHOP HOBSON, '10
412 Sycamore Street
FLETCHER E. NYCE, '26
The Central Trust Company
JAMES P. ORR, '42
6955 Crystal Springs
DAVID WATT, '27
7150 Fair Oaks Drive

CLEVELAND, OHIO

EDWARD BARTLETT, '25
2572 Stratford Road
Cleveland Heights 18
JAMES R. STEWART, '27
2800 Terminal Trust Tower
EDWARD D. YOST, '47
2336 Grand View Avenue

COLORADO SPRINGS, COLORADO

CLEMENT M. BROWN, '10
Harris, Upham & Co., Box 1053
B. DONALD SMITH, JR., '30
Second Street, Broadmoor

COLUMBUS, OHIO (see Granville, Ohio)

DALLAS, TEXAS

WILLIAM M. REED, 2ND, '41
1933 Elm
JOHN R. SEARS, '36
6019 Saint Andrews Drive

DENVER, COLORADO

RICHARD M. DAVIS, '29
860 Gaylord Street
JOHN F. MALO, '40
2455 South Jackson Street
JOHN C. MITCHELL, 2ND, '34
2601 South Sheridan Blvd.
DAVID C. WILHELM, '38
740 High Street

DETROIT, MICHIGAN

J. BURGESS BOOK, 3RD, '30
1881 National Bank Building

WILLIAM G. BUTLER, '30
3456 Penobscot Building
GEORGE W. HUNT
907 North Riverside
St. Clair, Michigan
A. C. LEDYARD, '20
800 National Bank Building
RUSSELL H. LUCAS, '12
639 Penobscot Building

DULUTH, MINNESOTA

ROBERT S. MARS, '15
3525 East Second Street
C. DOUGLAS WALKER, '18
2131 Woodland Avenue

DURHAM, NORTH CAROLINA

PEREGRINE WHITE, '29
2712 Legion Avenue

EL PASO, TEXAS

JOHN D. MASON, JR., '42
1518 Radford Avenue

FORT WORTH, TEXAS

E. GREER HARDWICKE, '39
Oil Gas Building
EDWIN S. RYAN, '49
4900 Bryce

GRAND RAPIDS, MICHIGAN

RAYNER FIELD, JR., '28
505 Cherry Street, S.E.

GRANVILLE, OHIO

ROBERT CORY, '32
Route 2
GEORGE W. CHESSMAN, '37

GREENVILLE, MISSISSIPPI

C. WESLEY KITTLEMAN, JR., '44
c/o Goyer Co.

GUATEMALA CITY, CENTRAL AMERICA

JOHN L. WHITBECK, '40
4A Avenue Sur 34

PHILLIPS ACADEMY

GULFPORT, MISSISSIPPI

WILLIAM G. DWYER, '33
Park College

HAVANA, CUBA

WILLIAM ADAMS, 3RD, '44
National City Bank of New York
402 Calle Presidente Zayas

HOUSTON, TEXAS

FORD HUBBARD, '20
1751 Esperson Building
WILLIAM A. KIRKLAND, '15
First National Bank
ROBERT U. PARISH, '43
918 City National Bank Building
LOVETT C. PETERS, '32
Continental Oil Company

INDIANA, PENNSYLVANIA

D. HALL BLAIR
143 North 6th Street

INDIANAPOLIS, INDIANA

ROBERT B. FAILEY, JR., M.D., '34
57 East Street
C. PERRY GRIFFITH, '45
1455 East 77th Street

ITHACA, NEW YORK

ANDREW SCHULTZ, JR., '32
230 Renwick Drive
MICHAEL CARDOZO, '28
208 Dearborn Place

KANSAS CITY, MISSOURI

LOUIS H. EHRLICH, JR., '26
c/o Rothenberg and Schloss Cigar Co.
932 Broadway
THOMAS H. LAWRENCE, JR., '31
6012 Morningside Drive
RICHARD H. SEARS, '20
The Barstow School
4950 Cherry Street

KNOXVILLE, TENNESSEE

ROBERT M. BOARTS, '22
University of Tennessee

LEXINGTON, KENTUCKY

ROBERT SCHAFER, '29
1808 Paris Pike

LITTLE ROCK, ARKANSAS

MOSE SMITH, III, '48
813 North Beech Street

LOS ANGELES, CALIFORNIA

WILLIAM T. ADAMS, '28
J. Walter Thompson Co.
6399 Wilshire Boulevard
FREDERICK S. BALE, '02
Everett Harris & Co.
629 South Spring Street
BENJAMIN DORMAN, '25
10841 Wilkins Avenue
H. BURT REITER, '26
Terminal Box 2314
WILLIS E. URICK, JR., '34
2031 Dracene Drive
EDWARD S. WASHBURN, '33
810 South Spring Street

LOUISVILLE, KENTUCKY

WILLIAM H. ABELL, '28
610 M. E. Taylor Building
SAMUEL S. CALDWELL, JR., '29
Route 3, Box 204 R, Anchorage

MEMPHIS, TENNESSEE

HENRY LOEB, '39
282-290 Madison Avenue

MIAMI, FLORIDA

DR. PIERRE G. CAMERON, '21
Ransom School, 3575 Main Highway

MILWAUKEE, WISCONSIN

ROBERT A. UHLEIN, JR., '34
235 West Galena Street

PHILLIPS ACADEMY

MINNEAPOLIS, MINNESOTA

JOHN H. MacMILLAN, JR., '12
Carghill Elevator Co.
Chamber of Commerce Building

NEW ORLEANS, LOUISIANA

(see Gulfport, Mississippi)

NEW YORK, NEW YORK

BROMWELL AULT, '18

50 E. 77th Street

PRESCOTT S. BUSH, JR., '40

Johnson & Higgins

63 Wall Street

PETER CAPRA, '22

287 E. 10th Street

New York Boys' Club

JOSEPH C. FOX, '34

Kuhn, Loeb & Co.

30 Wall Street

WILLIAM D. HART, '36

White & Case

14 Wall Street

WILLIAM C. RIDGWAY, JR., '25

Crum and Forster Securities Corp.

110 William Street

NORFOLK, VIRGINIA

GUILLERMO E. GONZALEZ, JR., '50

9610 Sherwood Place, Apt. 14

OKLAHOMA CITY, OKLAHOMA

JOHN H. EDWARDS, '22

611 Globe Life Building

PEORIA, ILLINOIS

CHARLES H. KELLOGG, '35

908 Stratford Drive

PHILADELPHIA, PENNSYLVANIA

FRANK L. LUCE, JR., '27

Strawbridge & Clothier

801 Market Street

PAUL MALONEY, '26

1335 Land Title Building

TOLBERT N. RICHARDSON, JR., '27

Atlantic & I Streets

PITTSBURGH, PENNSYLVANIA

JOHN K. BEESON, '25

Pittsburgh Gage & Supply Co.

3000 Liberty Avenue

ROBERT S. KIMBALL, JR., '27

International Business Machines Corp.

421 Seventh Avenue

EDWARD J. O'NEIL, II, '27

P. O. Box 1692

PONTE VEDRA BEACH, FLORIDA

WHEELOCK WHITNEY, JR., '44

Box 417

PORTLAND, OREGON

RALPH C. ANGELL, JR., '32

1008 S.W. 6th Avenue

EDMUND HAYES, JR., '44

4344 S. W. Washouga Avenue

PUERTO RICO

GUILLERMO E. GONZALEZ

66 Ojeda Street, Condado, Santurce

RICHMOND, VIRGINIA

RANDOLPH C. HARRISON, JR., '41

215 Sunset Drive

DR. THOMAS WALKER, '28

1200 East Broad Street

ROCHESTER, NEW YORK

JOHN H. CASTLE, JR., '34

Belmont Castle Co.

1255 University Avenue

SAMUEL P. CONNOR, JR., '24

69 Broad Street

MARTIN H. DONAHOE, JR., '31

343 State Street

RICHARD T. MITCHELL, '31

69 Broad Street

RYE, NEW YORK

BERNARD L. BOYLE, JR., '27

38 Highland Road

PHILLIPS ACADEMY

SACRAMENTO, CALIFORNIA

DONALD M. REYNOLDS, '38
University of California
Department of Bacteriology
Davis, California
(not available November 1956 to June 1957)

ST. CLOUD, MINNESOTA

WHEELOCK WHITNEY, '13
Box 398

ST. JOSEPH, MISSOURI

F. GREGG THOMPSON, JR., M.D., '17
902 Edmund Street

ST. LOUIS, MISSOURI

GEORGE B. ATWOOD, '22
7145 Waterman Avenue
JOHN SHEPLEY, '42
503 Locust Street

SALT LAKE CITY, UTAH

LINCOLN D. CLARK, M.D., '42
Veterans Administration Hospital
Fort Douglas Station

SAN ANTONIO, TEXAS

JOHN M. BENNETT, JR., '27
409 West Dewey

SAN DIEGO, CALIFORNIA

GEORGE E. MUMBY, '24
5001 College Avenue

SAN FRANCISCO, CALIFORNIA

SHERMAN CHICKERING, '29
111 Sutter Street
TREVOR A. CUSHMAN, '34
American Airlines
345 Powell Street
WILLIAM H. KEESLING, '30
c/o Keesling & Keesling
400 Montgomery
PALMER YORK, JR., '34
33 Irving Lane, Orinda

SAN RAFAEL, CALIFORNIA

CHRISTIAN J. MATTHEW
275 Vista, Grande, Greenbrae

SANTA BARBARA, CALIFORNIA

MANCEL T. CLARK, JR.
605 San Ysidro Road

SARASOTA, FLORIDA

LAWRENCE K. JENNINGS, '22
3460 Flamingo Avenue

SCRANTON, PENNSYLVANIA

W. LAWSON CHAMBERLIN, '34
c/o Charles H. Genter
First National Bank Building
JAMES W. VIPOND, '30
Waverly Dalton Road
Waverly

SEATTLE, WASHINGTON

HUGH P. BRADY, '10
802 Skinner Building
PENDLETON MILLER, '28
711 Central Building
HOWARD S. REED, '45
1510 Hoge Building

SHREVEPORT, LOUISIANA

DONALD A. RAYMOND, JR., '32
1132 Erie

SUMMIT, NEW JERSEY

DONALD H. McLEAN, '28
160 Oak Ridge Avenue

SYRACUSE, NEW YORK

DAVID H. NORTHRUP, '32
205 DeWitt Street
HARRY G. REMINGTON, '23
The Mutual Life Ins. Co. of N. Y.
Syracuse-Kemper Building
224 Harrison Street

TUCSON, ARIZONA

KEITH S. BROWN, '21
Box 364, Santa Rita Ranch
TREVOR A. CUSHMAN, JR., '34
4502 East Holmes

PHILLIPS ACADEMY

TULSA, OKLAHOMA

REGINALD D. BARNES, '32
2145 E. 22nd Place

DAVID R. CRAWFORD, '44
1337½ South Boston

WACO, TEXAS

WILLIAM F. NEALE, JR., '44
Route 7

WASHINGTON, D. C.

R. DENNISON COURSEN, '36
5410 Duvall Drive, N.W.
Washington 16, D. C.

DAVID W. KENDALL, '20
Room 3430

Main Treasury Building

A. MURRAY PRESTON, '31
901 Folger Building

HERBERT SCOVILLE, JR., '33
"Ten Oaks," Great Falls Road
McLean, Virginia

WAYZATA, MINNESOTA

A. LACHLAN REED, '35
Route 5, Box 662

J. KIMBALL WHITNEY, '48

WESTCHESTER COUNTY, NEW YORK

BERNARD L. BOYLE, '27
38 Highland Road
Rye, N. Y.

WHEELING, WEST VIRGINIA

MARSHALL T. GLEASON, '33
Forrest Hills

WINNETKA, ILLINOIS

W. NEWTON BURDICK, JR., '35
660 Elder Lane

WYOMING, OHIO

WILLIAM ROMNEY, '19
7 Sylvan Lane

INDEX

Administrative Departments and Officers	17
Admission, General Policy	49
Admission Procedure	50
Admission Requirements for Each Class	54
Admission Tests, Charges and Schedule	51
Aims of Phillips Academy	20
Alumni Organization	119
Alumni Representatives	121
Application Blank	129
Applying, Procedure in	50
Archaeology Building	78
Art Gallery	76
Athletics and Physical Education	36
Breakage Deposit	45
Buildings and Equipment	75
Calendars	4, 5
Classification	24, 102
Class Officers	24
Classroom Buildings	81
Clothing	56
College Admissions—Class of 1956	43
Commons	83
Constitution of Phillips Academy	21
Counselors	29
Course of Study	24
Courses, Description of	58
Cultural Opportunities	31
Curriculum	24
Daily Schedule	39
Day Excuses	41
Diploma Requirements	25
Discipline	40
Dormitories	79
Emeriti	9
Entrance, Requirements for	49, 54
Entrance Examinations	51-54
Expenses	44-46
Extra-Curricular Activities	32
"Extras"	46

PHILLIPS ACADEMY

Faculty	9
Financial Aid for Students	47
Founders of Phillips Academy	6, 21
Four-Year Program	26, 27
Furniture (Room Equipment)	56
General Information	29
Grades and Reports	40
Grounds	75
Headmasters	6
Health Supervision	38
Historical Sketch	21
Library	77
Medical Insurance	45
Payments	44
Physical Education	36
Placement Examinations	52
Placement Examinations, Preparation for	53
Plan of Residence and Eating	29
Prizes	85
Procedure in Applying	50
Purpose of Phillips Academy	20
Regulations, General	40, 41
Religion, School policy on	30
Reports	40
Representation, Geographical	102
Residence, Plan of	29
Room Equipment	56
Scholarship Aid	47
Scholarship Funds	94-101
Smoking Privileges	41
Special Buildings	76
Special Departments	17-19
Spending Money	47
Student Activities	32
Student Aid	47
Students, Names of—1956-57	102
Study Hours	39
Summer Session	41
Trustees	7, 8
Tuition Charges	44
Weekend Excuses	41
Work Program	39

Preliminary Application for Phillips Academy, Andover, Mass.

1. Time of proposed entrance: September, 19.....
2. Class applied for: JUNIOR LOWER MIDDLE UPPER MIDDLE SENIOR
(circle one) (9th Grade) (10th Grade) (11th Grade) (12th Grade)
3. Boy's name in full.....
First Middle Last
4. Date of birth.....
5. Name of parent or guardian.....
6. Permanent address.....
7. Preferred mailing address.....
8. Name and address of school in which boy will be during the year just prior to his proposed admission to Andover (if definitely known).
.....
.....

Please answer the following question on the reverse side:

9. Names of relatives now or previously at the Academy (if any).....
For further information, please consult the Catalogue under "Procedure in Applying."

Date.....

Signed..... (Parent or Guardian)

The required \$5.00 registration fee, payable to the Trustees of Phillips Academy, should accompany this form. 57

1958

CATALOGUE OF
PHILLIPS ACADEMY

Andover, Massachusetts

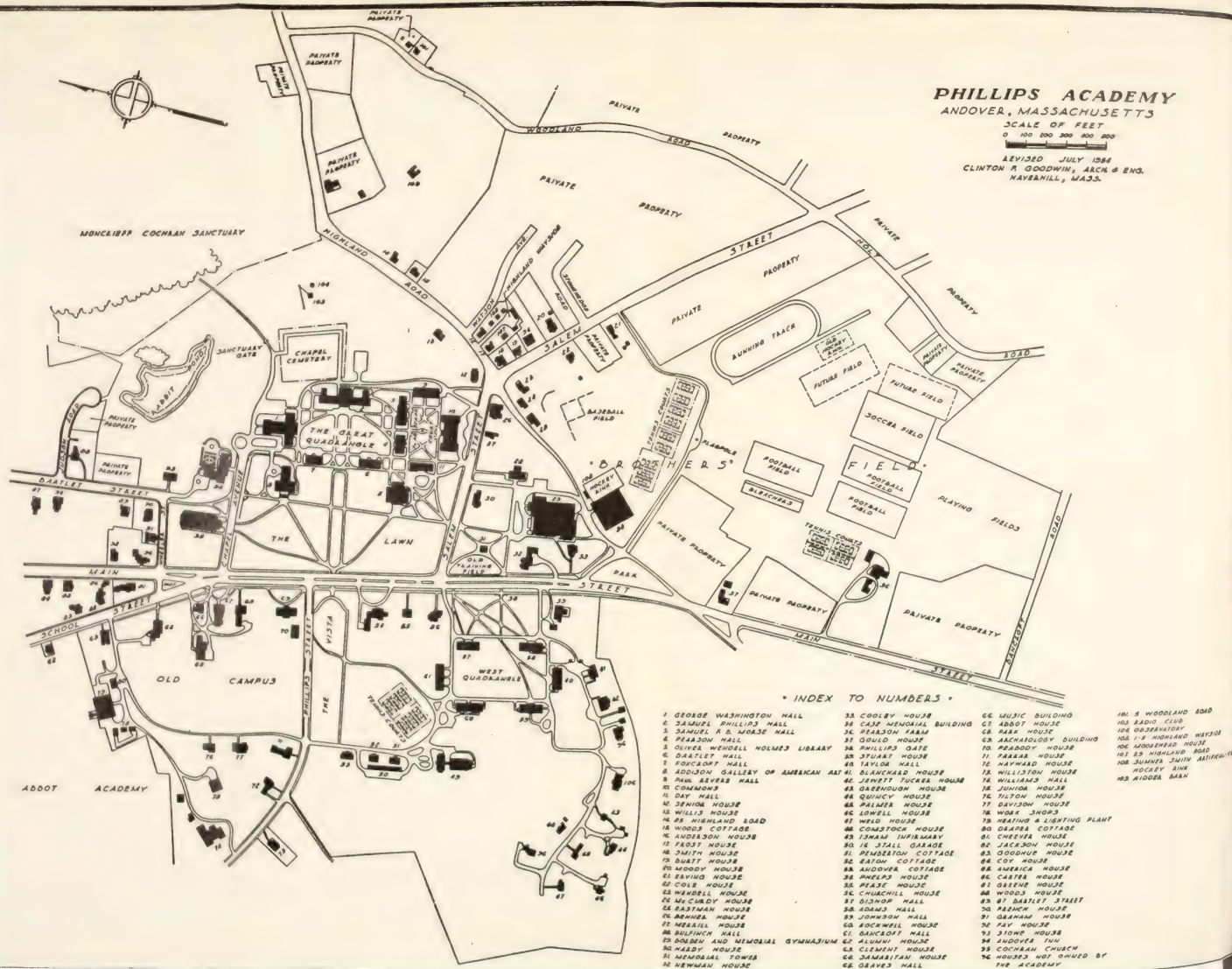
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Year

Published by Phillips Academy, Andover, Massachusetts

REVISED JULY 1986
CLINTON R. GOODWIN, ARCH & ENG.
NAYANHILL, MASS.



1958

CATALOGUE OF

PHILLIPS ACADEMY

Founded in 1778 by
Samuel Phillips John Phillips, LL.D.
Samuel Phillips, Jr.

CONSTITUTION AND DEED OF TRUST SIGNED	April 21, 1778
SCHOOL OPENED	April 30, 1778
ACT OF INCORPORATION	October 4, 1780

HEADMASTERS

ELIPHALET PEARSON, LL.D.	1778—1786
EBENEZER PEMBERTON, LL.D.	1786—1793
MARK NEWMAN, A.M.	1794—1809
JOHN ADAMS, LL.D.	1810—1833
OSGOOD JOHNSON, A.M.	1833—1837
SAMUEL H. TAYLOR, LL.D.	1837—1871
FREDERIC W. TILTON, A.M.	1871—1873
CECIL F. P. BANCROFT, Ph.D., L.H.D., LL.D.	1873—1901
ALFRED E. STEARNS, Litt.D., L.H.D., LL.D.	1903—1933
CLAUDE M. FUESS, Ph.D., Litt.D., L.H.D., LL.D.	1933—1948
JOHN M. KEMPER, A.M., L.H.D., Litt.D.	1948—

1958

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CALENDAR

SCHOOL YEAR 1957-1958

Fall term begins.....Monday, September 16, 1957
Mid-term Rating.....Wednesday, October 30
Free day and Fall Prom.....Saturday, November 16
Fall term ends.....Thursday, December 19

CHRISTMAS RECESS—19 days

Winter term begins.....8:30 P.M., Tuesday, January 7, 1958
Mid-term Rating.....Saturday, February 8
Long week end.....Friday-Sunday, February 14-16
Winter term ends.....Friday, March 14
College Board examinations.....Saturday, March 15

SPRING RECESS—19 days

Spring term begins.....8:30 P.M., Wednesday, April 2
Mid-term Rating.....Wednesday, April 30
Spring Prom.....Friday, May 9
Examinations end.....Thursday, June 5
Commencement.....Sunday, June 8

SUMMER SESSION—1958

Summer session begins.....Tuesday, June 24
Summer session ends.....Wednesday, August 20

SCHOOL YEAR 1958-1959

Fall term begins.....Monday, September 15, 1958
Fall term ends.....Thursday, December 18

CHRISTMAS RECESS—19 days

Winter term begins.....8:30 P.M., Tuesday, January 6, 1959
Winter term ends.....Friday, March 13

SPRING RECESS—19 days

Spring term begins.....8:30 P.M., Wednesday, April 1
Examinations end.....Thursday, June 4
Commencement.....Sunday, June 7

SUMMER SESSION 1959

Summer session begins.....Tuesday, June 23
Summer session ends.....Wednesday, August 19

PHILLIPS ACADEMY

TRUSTEES

PRESIDENT

HENRY WISE HOBSON '10, D.D., LL.D. CINCINNATI, OHIO
Elected 1937, President since 1947

CLERK

JOHN MASON KEMPER, L.H.D., Litt.D. ANDOVER
Elected 1948

TREASURER

ABBOT STEVENS '07, A.B. NORTH ANDOVER
Elected 1935, Treasurer since 1949

PHILIP LORING REED '02 DEDHAM
Elected 1933

FRANCIS ABBOT GOODHUE '02, A.B. HEWLETT, L. I., N. Y.
Elected 1935

JAMES PHINNEY BAXTER, III '10, PH.D., LITT.D., L.H.D.,
D.Sc., LL.D. WILLIAMSTOWN
Elected 1942

CHAUNCEY BREWSTER GARVER '04, LL.B. NEW YORK, N. Y.
Elected 1947

JOHN PETERS STEVENS, JR. '15, A.B. PLAINFIELD, N. J.
Elected 1948

CHARLES STAFFORD GAGE '21, A.M. NEW YORK, N. Y.
Elected 1952

PHILLIPS ACADEMY

ROBERT MERRIMAN KIMBALL '29, S.B. Elected 1952	WABAN
BROMWELL AULT '18, S.B. Elected 1953	NEW YORK, N. Y.
SUMNER SMITH '08, A.B. Elected 1956	LINCOLN
FREDERICK GOODRICH CRANE '15, A.B. Elected 1957	DALTON

ALUMNI TRUSTEES

FLETCHER ELLIS NYCE '26, A.B. Elected 1955 for three years	CINCINNATI, OHIO
PETER CAPRA '22, PH.B. Elected 1956 for three years	NEW YORK, N. Y.
BENJAMIN ALLEN ROWLAND, '28 M.B.A. Elected 1957 for three years	ANDOVER
DONALD HOLMAN McLEAN, JR. '28, LL.B. Ex-Officio for one year as President of the Alumni Association	SUMMIT, N. J.

RECORDING SECRETARY

M. LAWRENCE SHIELDS, A.B. Appointed 1954	MARBLEHEAD
---	------------

PHILLIPS ACADEMY

FACULTY

JOHN MASON KEMPER, L.H.D., Litt.D. <i>Headmaster</i>	Elected 1948
CLAUDE MOORE FUESS, Ph.D., Litt.D., L.H.D., LL.D. <i>Headmaster, Emeritus 1908-1948</i>	Chestnut Hill
FRANK O'BRIEN, A.B. <i>Instructor in English, Emeritus</i>	Andover 1910-1942
GEORGE FRANKLIN FRENCH, A.M. <i>Instructor in French, Emeritus</i>	Andover 1907-1944
LESTER EDWARD LYNDE, A.M. <i>Dean, Emeritus</i>	Andover 1901-1944
FREDERICK MAY BOYCE, A.M. <i>Instructor in Physics, Emeritus</i>	Barrington, R. I. 1909-1948
OSWALD TOWER, A.B. <i>Dean and Instructor in Mathematics, Emeritus</i>	Andover 1910-1949
RAY ARTHUR SHEPARD, S.B. <i>Director of Physical Education, Emeritus</i>	Gardiner, Maine 1919-1949
ALICE THACHER WHITNEY <i>Recorder, Emerita</i>	Andover 1902-1950
LESTER CHARLES NEWTON, A.M. <i>Instructor in French and German, Emeritus</i>	Andover 1918-1952
HENRY PRESTON KELLEY, A.M. <i>Instructor in Spanish, Emeritus</i>	Pepperell 1918-28, 1935-1952
MONTVILLE ELLSWORTH PECK <i>Instructor in Physical Education, Emeritus</i>	North Bridgton, Me. 1916-1955
GUY JOHNSON FORBUSH, A.B. <i>Instructor in French, Emeritus</i>	Andover 1917-1920, 1924-1955

PHILLIPS ACADEMY

SCOTT HURTT PARADISE, A.M. <i>Instructor in English, Emeritus</i>	Andover 1924-1925, 1926-1956
FRANK MAY BENTON, A.B. <i>Instructor in Latin on the Elizabeth Milbank Anderson Foundation</i>	Appointed 1918
WINFIELD MICHAEL SIDES, S.B. <i>Instructor in Mathematics on the Martha Cochran Foundation</i>	Appointed 1919
ROSCOE EDWIN EVERETT DAKE, S.B. <i>Instructor in Chemistry on the Alfred Ernest Stearns Foundation</i>	Appointed 1921
JOHN SEDGWICK BARSS, A.M. <i>Instructor in Physics on the Ammi Wright Lancashire Foundation</i>	Appointed 1923
M. LAWRENCE SHIELDS, A.B. <i>Secretary of the Academy</i>	Appointed 1923
ALAN ROGERS BLACKMER, L.H.D. <i>Dean of the Faculty</i>	Appointed 1925
KENNETH SMITH MINARD, A.M. <i>Instructor in History</i>	Appointed 1928
GEORGE KNIGHT SANBORN, S.B. <i>Instructor in Biology</i>	Appointed 1928
EMORY SHELBY BASFORD, A.B. <i>Instructor in English on the Alfred Lawrence Ripley Foundation</i>	Appointed 1929
ALFRED GRAHAM BALDWIN, D.D. <i>Instructor in Religion and Social Problems School Minister</i>	Appointed 1930
ROBERT EDWARD MAYNARD, S.B. <i>Instructor in Mathematics</i>	Appointed 1931
LEONARD FRANK JAMES, A.M. <i>Instructor in History on the Cecil F. P. Bancroft Foundation</i>	Appointed 1932
GEORGE GRENVILLE BENEDICT, A.M. <i>Dean of Students</i>	1930-32, re-appointed 1933

PHILLIPS ACADEMY

DOUGLAS SWAIN BYERS, A.M. <i>Instructor in Anthropology</i>	Appointed 1933
*ARTHUR BURR DARLING, Ph.D. <i>Instructor in History</i>	1917-18, re-appointed 1933
BARTLETT HARDING HAYES, JR., A.B. <i>Instructor in Art</i>	Appointed 1933
ROGER WOLCOTT HIGGINS, A.M. <i>Instructor in English</i>	Appointed 1933
JAMES RUTHVEN ADRIANCE, A.B. <i>Assistant to the Headmaster</i>	Appointed 1934
ALSTON HURD CHASE, Ph.D. <i>Instructor in Greek and Latin on the Samuel Harvey Taylor Foundation</i>	Appointed 1934
NORWOOD PENROSE HALLOWELL, JR., A.B. <i>Instructor in English</i>	Appointed 1934
FRANK FREDERICK DICLEMENTE, S.B. <i>Instructor in Physical Education</i>	Appointed 1935
JAMES HOOPER GREW, D. ès L. <i>Instructor in French</i>	Appointed 1935
FREDERICK SCOLLER ALLIS, JR., A.M. <i>Instructor in History</i>	Appointed 1936
CHESTER ARCHIBALD COCHRAN, A.M. <i>Instructor in French</i>	Appointed 1936
FREDERICK JOHNSON, S.B. <i>Instructor in Archaeology</i>	Appointed 1936
STEPHEN STANLEY SOROTA, S.B. <i>Instructor in Physical Education</i> <i>Director of the Summer Session</i>	Appointed 1936
STEPHEN WHITNEY, A.M. <i>Instructor in French</i>	Appointed 1936
FLOYD THURSTON HUMPHRIES, A.B. <i>Instructor in French on the Jonathan French Foundation</i>	Appointed 1937

*On leave of absence.

PHILLIPS ACADEMY

HART DAY LEAVITT, A.B. <i>Instructor in English and Music</i>	Appointed 1937
MILES STURDIVANT MALONE, Ph.D. <i>Instructor in History</i>	Appointed 1937
WILLIAM HAYES BROWN, A.M. <i>Instructor in English</i>	Appointed 1938
RICHARD SAWYER PIETERS, A.M. <i>Instructor in Mathematics</i>	Appointed 1938
ROBERT WHITTEMORE SIDES, A.B. <i>Instructor in Mathematics</i> <i>Director of Admissions</i>	Appointed 1938
JOHN BROMHAM HAWES, Ed.M. <i>Instructor in English</i>	1933-1936, re-appointed 1939
JOHN KINGSBURY COLBY, A.M. <i>Instructor in Latin</i>	Appointed 1940
HARPER FOLLANSBEE, Ed.M. <i>Instructor in Biology</i>	Appointed 1940
*PATRICK MORGAN, A.B. <i>Instructor in Art</i>	Appointed 1940
WALTER GIERASCH, A.B. <i>Instructor in English</i>	Appointed 1941
DUDLEY FITTS, A.B. <i>Instructor in English on the Emilie Belden Cochran Foundation</i>	Appointed 1941
FRANCIS BERTRAND MCCARTHY, A.B. <i>Instructor in English and Philosophy</i>	Appointed 1941
DOUGLAS MANSOR DUNBAR, A.B. <i>Instructor in Mathematics and Bible</i>	Appointed 1942
EVAN ALBERT NASON, A.B. <i>Instructor in Mathematics</i>	Appointed 1942
ROBERT BATES TAYLOR, A.M. <i>Instructor in Spanish</i>	Appointed 1943

*On leave of absence.

PHILLIPS ACADEMY

*ELBERT COOK WEAVER, A.M. <i>Instructor in Chemistry on the George Peabody Foundation</i>	Appointed 1943
CORNELIUS GORDON SCHUYLER BANTA, S.B. <i>Instructor in Mathematics</i>	Appointed 1944
JOSEPH RITTENHOUSE WEIR DODGE, A.M. <i>Instructor in English</i>	Appointed 1944
ALEXANDER DUNNETT GIBSON, A.M. <i>Instructor in French</i> <i>Director of the Bureau of Self-Help</i>	Appointed 1944
JOHN SHAPLEIGH MOSES, B.D. <i>Instructor in Bible</i>	Appointed 1945
FREDERICK ALMOND PETERSON, A.M. <i>Instructor in English</i>	Appointed 1946
ALLAN GEORGE GILLINGHAM, Ph.D. <i>Instructor in Latin, Greek, and German on the John Charles Phillips Foundation</i>	Appointed 1947
PETER QUACKENBUSH MCKEE, Ed.M. <i>Instructor in Physics</i>	Appointed 1947
DONALD EMERY MERRIAM, A.M. <i>Instructor in Spanish and French</i>	Appointed 1947
VALLEAU WILKIE, JR., A.M. <i>Instructor in History</i>	Appointed 1948
GORDON GILMORE BENSLEY, A.B. <i>Instructor in Art</i>	Appointed 1949
JOHN RICHARD LUX, S.B. <i>Instructor in Mathematics</i>	Appointed 1949
WILLIAM LOUIS SCHNEIDER, Mus. Ed. B. <i>Instructor in Music</i>	Appointed 1949
WILLIAM RUSSELL BENNETT, JR., A.B. <i>Assistant Dean of Students</i>	Appointed 1950
WILLIAM JOHN BUEHNER, A.M. <i>Instructor in Latin</i>	Appointed 1950

*On leave of absence.

PHILLIPS ACADEMY

SIMEON HYDE, JR., A.M. <i>Instructor in English</i>	Appointed 1950
REAGH CLINTON WETMORE, M.P.E. <i>Instructor in Anatomy, Chemistry, and Physical Education</i>	Appointed 1950
WALTER F. W. LOHNES, A.M. <i>Instructor in German</i>	Appointed 1951
HENRY WARING SCHERESCHEWSKY, A.B. <i>Comptroller</i>	Appointed 1951
FREDERIC ANNESS STOTT, A.B. <i>Alumni Secretary</i> <i>Director of Public Relations</i>	Appointed 1951
PHILIP BROWNLIE WELD, B.E. <i>Instructor in Physics and Chemistry</i>	Appointed 1951
WILLIAM FRANKLIN GRAHAM, S.B. <i>Instructor in Mathematics</i> <i>Excusing Officer</i>	Appointed 1952
FRED HAROLD HARRISON, A.M. <i>Instructor in English and Physical Education</i>	Appointed 1952
JOHN CLAIBORNE McCLEMENT, Ed.M. <i>Instructor in Mathematics</i>	Appointed 1952
JOSHUA LEWIS MINER, III, A.B. <i>Instructor in Physics, Science, and Physical Education</i> <i>Admissions Officer</i>	Appointed 1952
JAMES HAROLD COUCH, A.M. <i>Instructor in Spanish</i>	Appointed 1953
SHERMAN FREDERICK DRAKE, S.B. <i>Instructor in Mathematics</i>	Appointed 1953
WALTER GEORGE GREENALL, JR., A.B. <i>Bursar</i>	Appointed 1953
EDMOND EMERSON HAMMOND, JR., Sc.M. <i>Instructor in Mathematics and Physics</i>	Appointed 1953
LOUIS JOHN HOITSMA, JR., Ed.M. <i>Instructor in Mathematics</i>	Appointed 1953

PHILLIPS ACADEMY

ROBERT PENNIMAN HULBURD, A.M. <i>Instructor in German</i>	Appointed 1953
DALTON HUNTER MCBEE, A.B. <i>Instructor in English</i>	Appointed 1953
DONALD MILLER CLARK, M.D. <i>Medical Director</i>	Appointed 1954
HARFORD WILLING HARE POWEL, JR., A.M. <i>Instructor in English</i>	Appointed 1954
ALBERT KARL ROEHRIG, A.B. <i>Instructor in English</i>	Appointed 1954
ROBERT EDWIN LANE, A.M. <i>Instructor in Latin and Russian</i>	Appointed 1955
THOMAS MICHAEL MIKULA, A.M. <i>Instructor in Mathematics</i>	Appointed 1955
HAROLD HOLMES OWEN, JR., A.M. <i>Instructor in English</i>	Appointed 1955
*THOMAS JOSEPH REGAN, A.B. <i>Instructor in English</i>	Appointed 1955
RALPH H. R. L. SYMONDS, A.M. <i>Instructor in French</i>	Appointed 1955
WILLIAM BIGGS CLIFT, JR., B.S.M. <i>Instructor in Music</i>	Appointed 1956
FRANK MCCORD ECCLES, S.B. <i>Instructor in Mathematics and Physics</i>	Appointed 1956
BRENDAN JOHN FARRINGTON, A.B. <i>Assistant Alumni Secretary</i>	Appointed 1956
RICHARD VALENTINE HEALY <i>Director of Physical Plant</i>	Appointed 1956
JOHN WARD KIMBALL, A.B. <i>Instructor in Biology and Chemistry</i>	Appointed 1956

*On leave of absence.

PHILLIPS ACADEMY

KARL CADEM LEMP, LL.B. <i>Instructor in Greek and Latin</i>	Appointed 1956
DAVID MELVILLE PYNCHON, A.B. <i>Instructor in English</i>	Appointed 1956
HARRISON SCHUYLER ROYCE, JR., M.I.A. <i>Instructor in History</i>	Appointed 1956
CHARLES FREDERICK DEY, A.B. <i>Instructor in History</i>	Appointed 1956
CAMILLE BAUER, M.A. <i>Instructor in French</i>	Appointed 1957
LOUIS GARLAND DAVIS, Mus.M. <i>Instructor in Voice</i>	Appointed 1957
GERALD DENTON FERRIS, A.M. <i>Instructor in French</i>	Appointed 1957
ARTHUR WILLIAM GOODALL, Ed.M. <i>Instructor in Science</i>	Appointed 1957
GERALD SHERTZER, B.F.A. <i>Instructor in Art</i>	Appointed 1957
WILLIAM HENRY YALE STEVENS, S.B. <i>Instructor in Chemistry and Physics</i>	Appointed 1957
CHARLES CHRISTIAN ALEXANDER, A.B. <i>Teaching Fellow in Latin</i>	Appointed 1957
CORNELIUS NEVIUS ALLEN, A.B. <i>Teaching Fellow in French</i>	Appointed 1957
JAMES LOUIS ANTHONY KRAFT, A.B. <i>Teaching Fellow in English and Art</i>	Appointed 1957
JOHN RICHARDS, II, A.B. <i>Teaching Fellow in History</i>	Appointed 1957
EDWIN THURMAN WILLIAMS, A.B. <i>Teaching Fellow in Spanish</i>	Appointed 1957

PHILLIPS ACADEMY

ADMINISTRATIVE DEPARTMENTS

Correspondence with administrative officers should be addressed to them at George Washington Hall. Office hours: week days, 9:00 a.m. to 12:00 and (except Saturday) 2:00 p.m. to 5:00 p.m. Appointments should be made in advance if possible. For information, call or see Miss Meredith Thiras, Receptionist (telephone Andover 720), during office hours.

HEADMASTER'S OFFICE

JOHN MASON KEMPER, L.H.D., Litt.D., *Headmaster*
MRS. AMY R. ROBINSON, *Secretary to the Headmaster*

ADMISSIONS OFFICE

ROBERT WHITTEMORE SIDES, A.B., *Director of Admissions*
JOSHUA LEWIS MINER, III, A.B., *Admissions Officer*
JOHN RICHARDS, II, A.B., *Interviewing Officer*
STEPHEN WHITNEY, A.M., *Interviewing Officer*
MRS. RETA C. SEMPLE, *Secretary to the Director*

SUMMER SESSION OFFICE

STEPHEN STANLEY SOROTA, S.B., *Director of the Summer Session*

OFFICE OF THE DEAN OF THE FACULTY

ALAN ROGERS BLACKMER, L.H.D., *Dean of the Faculty*

OFFICE OF THE DEAN OF STUDENTS

GEORGE GRENVILLE BENEDICT, A.M., *Dean of Students*
WILLIAM RUSSELL BENNETT, JR., A.B., *Assistant Dean of Students*
WILLIAM FRANKLIN GRAHAM, S.B., *Excusing Officer*
RUTH M. WHITEHILL, *Secretary*

BUREAU OF SELF-HELP

ALEXANDER DUNNETT GIBSON, A.M., *Director of the Bureau of Self-Help*

TREASURER'S OFFICE

HENRY WARING SCHERESCHEWSKY, A.B., *Comptroller*
WALTER GEORGE GREENALL, JR., A.B., *Bursar*
RICHARD VALENTINE HEALY, *Director of Physical Plant*
MARION E. HILL, *Office Manager and Purchasing Agent*
MRS. ANN L. HYDE, *Executive Secretary*
EVELYN H. GORDON, *Director of Student Accounts*

PHILLIPS ACADEMY

OFFICE OF THE SECRETARY OF THE ACADEMY

M. LAWRENCE SHIELDS, A.B., *Secretary of the Academy*
MRS. RUTH A. WHITE, *Secretary*

OFFICE OF THE ASSISTANT TO THE HEADMASTER

JAMES RUTHVEN ADRIANCE, A.B., *Assistant to the Headmaster*

ALUMNI AND PUBLIC RELATIONS OFFICE

FREDERIC ANNESS STOTT, A.B., *Alumni Secretary and Director of Public Relations*
BRENDAN JOHN FARRINGTON, A.B., *Assistant Alumni Secretary*

DEPARTMENT OF HEALTH

DONALD MILLER CLARK, M.D., *Medical Director*
MICHAEL ANGELO GRAVALLESE, M.D., *Associate School Physician*
NICHOLAS RIZZO, M.D., *Consulting Psychiatrist*
ALBERT KARL ROHRIG, A.B., *Psychologist*
MRS. VERA B. WESTOVER, *Administrator*
EILEEN A. HALL, *Medical Secretary*

Local Consultants

GEORGE WEST, M.D., *Radiologist*
ROBERT J. JOPLIN, M.D., *Orthopedist*
JOHN JOSEPH LORENTZ, M.D., *Physical Medicine and Rehabilitation*
JOHN PAUL HOLIHAN, M.D., *Anesthesiologist*
DOUGLAS MALCOLM DUNBAR, D.D.S., *Senior Dentist*
HERMAN DEWILDE, M.D., D.M.D., *Associate Dentist*
C. PAUL BONIN, D.M.D., *Orthodontist*

OLIVER WENDELL HOLMES LIBRARY

ELIZABETH EADES, A.B., S.B., *Librarian*
MRS. DOROTHY B. BLOOM, S.B., *Cataloguer*
BARBARA McDONNELL, A.B., S.B., *Reference Librarian*
(to be appointed), *Assistant Cataloguer*

ADDISON GALLERY OF AMERICAN ART

BARTLETT H. HAYES, JR., *Director*
ANTOINETTE THIRAS, *Secretary and Registrar*

ROBERT S. PEABODY FOUNDATION FOR ARCHAEOLOGY

DOUGLAS S. BYERS, A.M., *Director*
FREDERICK JOHNSON, S.B., *Curator*
ALFRED V. KIDDER, Ph.D., *Research Associate in Southwestern Archaeology*

PHILLIPS ACADEMY

DEPARTMENT OF PHYSICAL EDUCATION AND ATHLETICS

FRED HAROLD HARRISON, A.M., *Director of Physical Education and Athletics*
FRANK FREDERIC DiCLEMENTE, S.B., *Instructor in Physical Education*
JOSHUA LEWIS MINER, III, A.B., *Instructor in Physical Education*
STEPHEN STANLEY SOROTA, S.B., *Instructor in Physical Education*
REAGH CLINTON WETMORE, M.P.E., *Instructor in Physical Education*
JOHN FRANK BRONK, *Assistant in the Department of Athletics and Trainer*

DEPARTMENT OF MUSIC

WILLIAM LOUIS SCHNEIDER, Mus.Ed.B., *Chairman and Instructor in Stringed Instruments*
LORENE BANTA, Ph.D., *Instructor in Organ*
ALBION METCALF, *Instructor in Piano*
WILLIAM CLIFT, Mus.B., *Instructor in Brass Instruments*
HART DAY LEAVITT, A.B., *Instructor in Woodwind Instruments*
LOUIS GARLAND DAVIS, M.Mus., *Instructor in Voice*
FELIX VISCUGLIA, *Instructor in Woodwind Instruments*
ROLAND MOORE, *Instructor in Guitar and String Bass*

DEPARTMENT OF LANGUAGE TRAINING

MRS. LUCIA DODGE, A.B., *Associate in Language Training*
MRS. MARY I. BORDEN, *Assistant in Language Training*
MRS. RETA V. BUCHAN, *Assistant in Language Training*
MRS. CHARLOTTE WILSON, *Assistant in Language Training*

MONCRIEFF COCHRAN SANCTUARY

GEORGE KNIGHT SANBORN, S.B., *Warden*

CHAIRMEN OF ACADEMIC DEPARTMENTS

ARCHAEOLOGY	DOUGLAS SWAIN BYERS, A.M.
ART	BARTLETT HARDING HAYES, JR., A.B.
ATHLETICS	FRED HAROLD HARRISON, A.M.
BIOLOGY	HARPER FOLLANSBEE, Ed.M.
CHEMISTRY	ROSCOE EDWIN DAKE, S.B.
CLASSICS	ALSTON HURD CHASE, Ph.D.
ENGLISH	EMORY SHELBY BASFORD, A.B.
FRENCH	JAMES HOOPER GREW, D. è L.
GERMAN	WALTER F. W. LOHNES, A.M.
HISTORY	LEONARD FRANK JAMES, A.M.
MATHEMATICS	WINFIELD MICHAEL SIDES, S.B.
MUSIC	WILLIAM LOUIS SCHNEIDER, Mus. Ed. B.
PHYSICS	JOHN SEDGWICK BARSS, A.M.
RELIGION	ALFRED GRAHAM BALDWIN, D.D.
SPANISH	ROBERT BATES TAYLOR, A.M.

PURPOSE OF PHILLIPS ACADEMY

The purpose of Phillips Academy is to teach "the great end and real business of living," according to its Constitution signed in 1778. Adapted to conditions of modern life, the aim of the Academy remains essentially the same: to intensify and broaden the capacities of its students that they may go out into a larger world with trained minds and bodies, adequate cultural resources, high personal ideals, and a sense of responsibility to society.

Phillips Academy is dedicated to sound scholarship. It endeavors first of all to stimulate in its students a worthwhile curiosity about things of the mind, to induce in them a desire to educate themselves. It fosters the development of discriminating judgment and independence of thought. And through varied work in literature, music, and the arts, creative as well as appreciative, Andover tries to cultivate the imaginations and emotions of its boys.

By long tradition Andover believes in a type of education which makes boys resourceful, self-reliant, and independent. And Andover believes equally in the value of student representation from all parts of the country and the world and from all walks of life. To these boys it offers in ample degree a necessary intellectual and moral discipline, while motivated in its aims by a faith that friendly encouragement and sympathy are the best incentives to solid accomplishment.

From its inception Andover has had as a primary aim the development of character. It promotes the ideals of personal integrity and unselfish service which give point and direction to its whole educational policy. Its religious life is a vital force in the school community.

Phillips Academy is a liberal, modern school with an ancient tradition. It values the benefits passed on to it by many generations. It has contributed to the development of thousands of men directly, and indirectly to the numberless facets of our national life. Thankful for its history, Andover focuses on the present and on the future. Training American boys for service and leadership requires a flexible spirit which will test and try the new while treasuring the riches passed on from the past.

HISTORICAL SKETCH

PHILLIPS ACADEMY is situated at Andover, in the County of Essex, Massachusetts. The Constitution and original deed of gift of the Academy was signed April 21, 1778, by Esquire Samuel Phillips, of the north parish of Andover, and his brother, John Phillips, LL.D., of Exeter, New Hampshire, in the presence, and largely at the instance, of Samuel Phillips, Jr. (then but twenty-six years old), afterward judge of the Court of Common Pleas for Essex County, president of the Massachusetts Senate, and lieutenant governor of the Commonwealth. By this act the Trustees of Phillips Academy became owners of the land in the south parish of Andover on which the chief buildings of the school now stand, together with other endowment comprising further lands in Andover, two hundred acres in Jaffrey, New Hampshire, and the sum of one thousand six hundred and fourteen pounds. Two years later, on October 4, 1780, the school was incorporated by the Act of Incorporation passed by the General Court of Massachusetts, signed by John Hancock.

The Constitution, which sets forth in detail the plan for the School and the obligations of the Trustees and Master, was written by Samuel Phillips, Jr., with the advice and aid of his friend, Eliphalet Pearson, who became first Master. The following passages are characteristic:

A serious consideration of the premises, and an observation of the growing neglect of *youth*, have excited in us a painful anxiety for the event, and determined us to make, in the following Conveyance, a humble dedication to our Heavenly Benefactor of the ability, wherewith he hath blessed us, to lay the foundation of a public free School or Academy for the purpose of instructing Youth, not only in English and Latin Grammar, Writing, Arithmetic, and those Sciences, wherein they are commonly taught, but more especially to learn them the *great end and real business of living*.

The Master is to give special attention to the health of the scholars, and ever to urge the importance of a habit of industry.

But above all, it is expected that the Master's attention to the disposition of the *minds* and *morals* of the youth under his charge will exceed every other care;

PHILLIPS ACADEMY

well considering that, though goodness without knowledge (as it respects others), is weak and feeble, yet knowledge without goodness is dangerous, and that both united form the noblest character, and lay the surest foundation of usefulness to mankind.

This Seminary shall be ever equally open to youth of requisite qualifications from every quarter.

And, in order to prevent the smallest perversion of the true intent of this Foundation, it is again declared, that the *first* and principal object of this Institution is the promotion of true Piety and Virtue; the *second*, instruction in the English, Latin, and Greek languages, together with Writing, Arithmetic, Music, and the Art of Speaking; the *third*, practical Geometry, Logic, and Geography; and the *fourth*, such other of the Liberal Arts and Sciences or Languages as opportunity and ability may hereafter admit, and as the Trustees shall direct.

Phillips Academy was opened for instruction April 30, 1778, in a building which had earlier been used as a carpenter's shop. The first preceptor was Eliphalet Pearson (1778-1786), a stimulating teacher and stern disciplinarian, who established high standards of instruction. Shortly before he resigned to become professor at Harvard College, a new and larger schoolhouse was built. On November 5, 1789, George Washington, President of the United States, visited Andover and addressed the students assembled on the Old Training Field.

The fourth principal, John Adams, raised the repute of the school, increased the attendance, and enlarged the number of teachers. During his term as principal, on January 28, 1818, the second schoolhouse was burned, and a new brick Academy designed by the famous architect Charles Bulfinch was erected within a year. This "classic hall," described in Oliver Wendell Holmes's centennial poem, "The School-Boy," is still in use.

The modern period of the school's history was ushered in in 1873 with the election of Cecil F. P. Bancroft, a man of foresight and clear vision, patience and shrewd discrimination, who was principal until his death in 1901. Under Dr. Bancroft's administration, attendance increased from 262 to over 400 pupils and since then has never dropped below that figure.

Dr. Bancroft was succeeded in 1902 by Alfred E. Stearns, whose title was changed to Headmaster in 1928. The purchase in

PHILLIPS ACADEMY

1908 of the lands and buildings of the Andover Theological Seminary greatly increased the resources of the Academy and made possible new development. In 1920 more than one and one-half million dollars was contributed by alumni and friends of the school, and from one-third of this fund Samuel Phillips Hall, the main recitation building, was built, and the centre of the school permanently fixed in its present site.

In 1933 Dr. Stearns was forced by ill health to resign. Professor Charles H. Forbes, for forty years on the faculty, was named Acting Headmaster, but he died a few months later.

The Trustees then elected Dr. Claude M. Fuess Headmaster, who continued until his retirement in 1948. During the period 1933-48 the curriculum was revised, a number of buildings were added, and studies of health, academic mortality, and student activities were completed. In World War II Andover men served in all branches of the service, and 143 gave their lives. During much of this period Henry L. Stimson served as President of the Andover Board of Trustees as well as Secretary of War for the nation. 1942 marked the launching of the Andover Summer Session to enable boys to complete secondary schooling before entering military service. It has continued regularly since then.

John M. Kemper was elected Headmaster in 1948 and inaugurated in ceremonies attended by 220 representatives of schools and colleges. In the past six years an artificial-ice hockey rink has been constructed, the Andover and War Memorial Fund drives have added \$3,500,000 to the endowment and have provided the new Memorial Gymnasium, the curriculum has been further revised to provide more flexibility, and salaries have been raised appreciably. In 1952-53, under Andover leadership and with a grant from the Ford Foundation, the three school and three college committee report "General Education in School and College" was completed. The report points the way toward a smoother transition from school to college and a fuller development of the able boy.

*COURSE OF STUDY

The curriculum of Phillips Academy combines a required core of studies believed to be fundamental to a liberal education and elective courses designed to fit the special needs and interests of the individual student. The total program normally includes four years of English, three years of mathematics, three years of one foreign language, a year of American history, a year of a laboratory science, one course in art or music, one course in the Bible, and four or five additional courses. Instruction is given in all subjects required for entrance to higher institutions, whether liberal arts or technical.

Classroom groups are small enough to permit individual attention, and students are placed in sections fitted to their attainment. Honors and advanced courses offer particularly able and well-prepared students opportunity to progress at a rate commensurate with their ability and ambition. Several departments offer courses beyond the level of preparation for college.

For full membership in a given class, students should be credited with the work of the lower classes or its equivalent. Boys are rated as members of a given class, however, if their deficiencies for full membership in it do not exceed one major course.

Every boy is assigned to a Class Officer, who advises in the selection of courses designed to meet Andover's diploma requirements, college entrance requirements, and the student's particular interests. The Class Officer also recommends such subsequent changes as are necessary or advantageous. It is highly desirable that, before conference with the Class Officer, students and parents acquaint themselves as fully as possible with the Academy's basic requirements and with the possibilities of its flexible program. Also, all applicants, and especially those for the Upper

*See pages 57-74 for "Description of Courses."

PHILLIPS ACADEMY

Middle and Senior classes, should familiarize themselves at the earliest possible date with the entrance requirements of the colleges which they may wish to enter.

DIPLOMA REQUIREMENTS

The diploma requirements for students entering Phillips Academy for the full four years are indicated below. Certain modifications are permitted for boys entering after the Junior year (9th grade). The Admissions Office will welcome inquiries concerning specific requirements for such boys.

4 units of English

3 units of mathematics

*3 units of one foreign language, either ancient or modern

1 unit of history, normally American

1 unit of laboratory science

†½ unit of ancient history in the Junior year

†½ unit of elementary science in the Junior year

3 units of elective courses

‡Bible in the Lower Middle year

‡Art and Music, or Studio Art, or Music in the Upper Middle year

‡An elective minor in the Senior year

In addition, candidates must pass all courses in their Senior year even though they may be ahead in units.

*Two units of each of two foreign languages are permitted under special circumstances.

†Qualified boys may take a second foreign language in place of these two minor courses.

‡Qualified boys are allowed to substitute a fifth major course for the required minor in one or more of the last three years.

PHILLIPS ACADEMY

THE NORMAL FOUR-YEAR PROGRAM

Junior Year (9th grade)

English 1	5	periods per week
Mathematics 1	5	" " "
†Foreign Language 1	5	" " "
History 1 (Ancient)	3	" " "
Elementary Science (or a second foreign language replacing history and science)	3	" " "
<hr/>		
Total	21	" " "

Lower Middle Year (10th grade)

English 2	4	periods per week
Mathematics 2	4	" " "
Foreign Language 2	5	" " "
*Elective (major)	4 or 5	" " "
Bible 1	2	" " "
<hr/>		
Total	19-20	" " "

Upper Middle Year (11th grade)

English 3	4	periods per week
Mathematics 3	5	" " "
Foreign Language 3	4	" " "
*Elective (major)	4 or 5	" " "
Art & Music, or Studio Art, or Music	2	" " "
<hr/>		
Total	19-20	" " "

†Greek, Latin, French, or German. Spanish by special permission.

*One elective major in the three upper years must be a laboratory science. If a second foreign language was begun in the Junior Year, the elective in the Lower Middle Year must be the second year of that language.

PHILLIPS ACADEMY

Senior Year (12th grade)

English 4	4	periods per week		
History 4 (American)	5	"	"	"
*Elective (major)	4 or 5	"	"	"
*Elective (major)	4 or 5	"	"	"
Elective (minor)	2	"	"	"
	<hr/>			
Total	19-21	"	"	"

*One elective major in the three upper years must be a laboratory science.

Elective Majors

English 5, 5c	†Physics
Greek 1, 2, 3	†Mathematics 4
Latin 1, 2, 3, 4	†Mathematics 5
French 1, 2, 3, 4, 5	†Art Major
German 1, 2, 3, 4	†Music Major
Spanish 1, 2, 3, 4	†Religion
Biology	†History 3 (English)
†Chemistry	‡History 2 (European)

No credit is given for less than a two-year sequence in any foreign language.

Three and four year boys normally may not count both French and Spanish toward the diploma.

†Normally for Upper Middlers and Seniors only

‡Not permitted after the Lower Middle year

PHILLIPS ACADEMY

Elective Minors (ordinarily for Seniors only)

Greek	Instrumental Lessons
Latin	Music Appreciation
French	Mathematics T
German	Mechanical Drawing
Spanish	Navigation
Russian	Bible 2
Anatomy	Contemporary Affairs
Anthropology	Philosophy
Chemistry S	Public Speaking
Physics S	Social Problems
Orchestra	Advanced Studio Art
Chorus	Advanced Art Appreciation
Concert Band	Studio Art
Harmony	

Special Courses

Special courses designed to cover the work of two years in one are open to properly qualified boys in mathematics, French, and Latin for Juniors; and in German, Greek, and Spanish for Seniors.

Honors Courses and Advanced Placement

A feature of the Andover curriculum is its provision of honors courses in most departments, a two-year honors sequence in the physical sciences, and special programs in mathematics and the modern foreign languages designed to cover four years' work in three or five years' work in four. Such programs are open, on invitation of the departments, to especially able and interested students.

A large number of Seniors completing these sequences and other honors courses take College Board advanced placement examinations in May to establish advanced placement in college courses or credit towards the college degree.

PHILLIPS ACADEMY

GENERAL INFORMATION

PLAN OF RESIDENCE AND EATING

Andover students live together by classes in the Academy dormitories and faculty houses. Each building is under the close supervision of the resident Faculty housemaster.

Most Juniors are assigned to Williams Hall and Rockwell House. The former, including its annexes, Junior House and Stott Cottage, is equipped with recreational facilities for fifty-six boys, who occupy single or double rooms. Rockwell House, on the other hand, has only single rooms in addition to its recreational facilities. Both buildings are subject to the special regulations and supervision found helpful to boys of this age in making a successful transition from home to boarding school life. Carefully selected senior proctors play an important part in the activities of both Junior units.

In the Lower Middle year all boys live in small groups in some thirty Faculty Houses and Cottages. In these buildings the boys receive careful guidance. They also enjoy a degree of independence suited to their increased maturity.

The majority of Upper Middlers and Seniors, having gained in their ability to profit from relatively great independence and freedom, are housed in large brick dormitories. Although supervision and guidance is maintained throughout, the older boys are permitted greater latitude in the exercise of their daily affairs.

All boys eat in their own class dining rooms in The Commons.

FACULTY COUNSELORS

Each Andover student is under the direct charge of a Faculty Counselor, who is the master of the house in which the boy lives. He knows intimately the background, the character, and the

PHILLIPS ACADEMY

standing of each of his boys. With such knowledge of a student's individual needs, the Counselor acts as his friendly advisor in all that concerns his welfare and his happiness. The Counselor is usually the member of the Faculty most intimately in touch with the student and his parents.

RELIGION

Phillips Academy is an inter-denominational school whose origin and traditions rest firmly upon a liberal Protestant faith and system of values.

Chapel Services, both Sunday and weekdays, are an integral part of school life. The services on Sunday are usually conducted by the Headmaster and the School Minister. Among the list of visiting preachers invited to Andover during the school year are Headmaster Emeritus Dr. Claude M. Fuess, Rt. Rev. Anson Phelps Stokes, Dr. Herbert Gezork, Rev. Robert Russell Wicks, Bishop G. Bromley Oxnam, Rabbi Morris S. Lazonon, Rev. Howard Thurman, Rev. William Coffin, Rt. Rev. Henry Wise Hobson, Rev. Howard L. Rubendall, Rev. Sidney Lovett.

Attendance at these services is required, although on Sundays boys who prefer to do so may attend services at other Protestant or Roman Catholic churches in Andover. A number of times each term arrangements are made by which students of Jewish faith may attend their own services either at the Academy or at a synagogue in the vicinity of Andover.

This arrangement recognizes two sets of values: a close connection of each boy with his own chosen denomination, and a program of worship within the life of the school that emphasizes the common elements in our religious faiths.

In a school made up of students from varying backgrounds it is not possible to satisfy fully all the special requirements of varying sects and denominations. Therefore, no one should apply for ad-

PHILLIPS ACADEMY

mission to Andover who feels that the ritualistic practices of his own faith must be literally followed under all circumstances.

In the school's Chapel Services effort is directed towards achieving a worship that supports the aspirations and insights of all students while denying to no one the right to hold to his own beliefs. It is hoped that the program will help to develop the boy's devotion to God and his confidence in religion as a source of strength; strengthen his convictions in the rightness of the highest values which our civilization has nurtured; and, at the same time, increase his respect for and understanding of the aspirations of other denominations and creeds.

It is expected that both those individuals who enjoy minority religious status as well as those who enjoy majority status will, with equal eagerness, seek these goals by means of which Phillips Academy endeavors to achieve harmony and unity in diversity.

CULTURAL OPPORTUNITIES

Andover has always demanded and will continue to demand a high standard of accomplishment in the prescribed course of study. At the same time the school believes that a boy's interests should be widened as far as possible beyond the subjects of the curriculum. Through the Oliver Wendell Holmes Library, the Robert S. Peabody Foundation for Archaeology, the Addison Gallery of American Art, the Department of Music, and the Moncrieff Cochran Sanctuary the boys are given a chance to interest themselves in subjects which may in later life become delightful hobbies or even major pursuits and professions.

A number of distinguished men and women are invited to the Academy each year as lecturers and guest artists. During the season of 1956-57 the Stearns Lecturer was E. Harris Harbison, Professor of History in Princeton University. Clyde Kluckhohn, Professor of Anthropology in Harvard University and former

PHILLIPS ACADEMY

director of the Russian Institute at Harvard, gave the Hosch Lecture and held conferences with students concerning relations between the United States and Russia. Mr. Lloyd Dalzell gave the Dana Lobell Lecture and held conferences with students concerning the American business community. The Cum Laude Address was given by Sir John Sheppard, provost emeritus of Kings College, Cambridge. Among the guest artists to appear in George Washington Hall were Ruth and Paul Draper, Jesus Maria Sanroma, pianist, and the Don Cossack Chorus and Dancers. Carl Weinrich, organist of Princeton University, gave the Sawyer Concert in the Cochran Chapel.

THE OLIVER WENDELL HOLMES LIBRARY

The Oliver Wendell Holmes Library (1929) was given by Williams Cochran, class of 1895, Moncrieff M. Cochran, class of 1900, and Louise Cochran Savage. It was named in honor of the poet and physician, a member of the class of 1825.

The early library of Phillips Academy numbered but a few volumes. Some of these are preserved in a separate collection as the Library of 1819, composed for the most part of Latin texts, lexicons, editions of the classics, orations, and sermons. There are over 70,000 volumes today, carefully distributed among the humanities and sciences, catalogued according to the Dewey system with cards from the Library of Congress, and superbly housed in a Georgian building equipped with stacks, work-rooms, studies, an exhibit hall, reference and reading rooms, all that goes to make a library complete.

Particular treasures of the Library are an original elephant folio of Audubon's *Birds of America* and contemporary accounts of John Paul Jones, given by Thomas Cochran of the class of 1890; papers and books of the poet, Oliver Wendell Holmes, for whom the Library is named; part of the library of Guy Lowell,

architect of many of the Academy's buildings; a notable collection of 259 volumes on English Public Schools; the Mercer Collection on sports; publications by graduates and memorabilia of the Academy; classics given in memory of Allen R. Benner; "O.S.S. Maps" presented by General Donovan; Early Americana given by Nelson S. Taylor of the Class of 1900; an historical map of the Academy by Stuart Travis in the Freeman Room. Rare Vergiliana, gathered by Charles H. Forbes, and a handsomely bound collection of French literature, selected by Charles A. Parmelee, are kept in separate rooms open to all who may be interested.

THE ADDISON GALLERY OF AMERICAN ART

The Addison Gallery of American Art (1930) was established in memory of Mrs. Keturah Addison Cobb, "to enrich permanently the lives of the students of Phillips Academy, by helping to cultivate and foster in them a love for the beautiful." The original gift included important objects of American art with endowment for the maintenance and operation of the building, and a small fund for additional purchases.

It is the aim of the Addison Gallery to serve as a center where students in Phillips Academy, and outside visitors, may develop their cultural interests. To this end, frequent loan exhibitions are held throughout the year. Some are directly related to the courses in the school curriculum; others are of general interest. The introductory courses in Art and Drawing and Painting are held in the Gallery, which is also the center of voluntary work during spare time. Closer correlation with other courses is being sought through the collection and circulation of material for classroom exhibitions.

In addition to its activities as a part of Phillips Academy, the Addison Gallery is always open to the general public and offers

educational opportunities to schools and organizations in the neighboring communities.

The nucleus of the present collection of American paintings was presented to Phillips Academy in 1928 by several friends of the school. The collection, now including nearly two thousand items, is recognized as among the outstanding specialized collections in the country. Allston, Copley, Morse, Stuart, West and others represent the Colonial period. Of especial importance among the many paintings of the nineteenth century are examples by Cole, Doughty, Eakins, Homer, Inness, LaFarge, Ryder, Twachtman, Whistler. The early part of the present century is shown in the work of such men as Bellows, Davies, Demuth, Hassam, Hopper, Luks, Marin, Prendergast and Sloan. Recent acquisitions of contemporary paintings, sculpture, prints, and drawings complete an exceptionally well-balanced collection.

Models of American ships, built to uniform scale, are also installed in the Addison Gallery. This collection forms a comprehensive survey of American shipping in the sailing era, with a few examples from the present day. In addition to a collection of 18th Century American silver, that of the James B. Neale bequest, received in 1946, selections of furniture, glass, and pewter of the Colonial period from the Mabel Brady Garvan Collection at Yale University are on permanent exhibition.

Among recent publications of the Addison Gallery are two books: "Layman's Guide to Modern Art," 1949-54; "The Naked Truth and Personal Vision," 1955, based on special exhibits arranged in connection with the Upper Middle course in Art. All are simply written and intended for adult as well as for student readers.

An Art Film Library of some two dozen titles was established in 1954 to service schools and colleges in New England, as well as the Academy community.

PHILLIPS ACADEMY

THE ROBERT S. PEABODY FOUNDATION FOR ARCHAEOLOGY

The Robert S. Peabody Foundation for Archaeology, established in 1901 by Robert Singleton Peabody, Class of 1857, provides a fund for the maintenance of research in archaeology and for the museum, which was opened in 1903. The Foundation has carried on extensive archaeological research in the south-eastern states and the Southwest and is continuing such work in New England and the Maritime Provinces.

In the exhibition halls there are to be seen collections from many of the principal Indian archaeological cultures. A decorative map of North America by the late Stuart Travis, concerned with the main culture areas of the continent, is mounted on the stairway. A model of a former Andover Indian village and a model of a portion of the pueblo of Pecos in New Mexico are also on display.

The Foundation offers a two-hour elective course dealing with the life of the Indians and the pre-history of North America.

A library, open to all, offers an opportunity for reading and research in the varied phases of aboriginal American life.

The Foundation has an extensive publication list, which is available at the museum office.

STUDENT ACTIVITIES

Student hobby groups, clubs, and voluntary enterprises of various kinds are an extremely important part of life at Phillips Academy, changing from year to year in scope and organization, depending upon student interest. Student activities may roughly be classed as literary, musical, forensic, scientific, and general. Each club is under student leadership, advised by a member of the faculty who is experienced in that field of activity.

PHILLIPS ACADEMY

The Phillippian, founded in 1878, is the school newspaper and publishes every Wednesday of the school year. Students on both the editorial and the business boards may obtain valuable experience, either in writing or in business practice.

The Mirror, founded in 1854, is the undergraduate literary magazine, which appears twice a year, in the winter and spring terms. Positions on the literary, business, and photographic boards offer the profitable and interesting experience of working toward the publication of a magazine written solely by the students.

The Pot Pourri is the Academy yearbook, published after the end of each year. It contains pictures and personal information concerning all Seniors and non-returning Upper Middlers, group pictures of all school organizations, and many special features. The three boards, editorial, business, and art, offer excellent opportunities for the development of literary, business, or artistic talent. This book is the chief permanent record to which alumni turn in later years for the record of their years at Andover.

The Dramatic Society is an organization for all students interested in acting, directing, stage design, scenery construction, lighting, and business managing. The major production each year is a Shakespeare play, or its equivalent, but where the schedule permits, modern plays, both straight and musical, are presented.

One of the most important groups within the Society is the *Stage Crew*. Carpenters, painters, shifters, electricians, and special effects men work together under a stage manager and a chief electrician. Their job is to build the sets and operate the staging for all the plays. Younger boys are encouraged to try out for the Stage Crew.

Another branch of the Society is the *Theatre Workshop*, whose intent is to offer further opportunities for students to participate in play readings, the production of one-act plays, and at least one full-length play each year. The organization particularly wel-

comes lower classmen. The Senior Class has a good chance to show its talent in the preparation of the Class-Day play. The best of these in the past have been full-length musical plays, written, produced, and directed by Seniors. The performance is on Class Day in June and is presented for parents and alumni. A final group of plays under the auspices of the Dramatic Society is that given in French, German, Latin, and Spanish, and directed by Faculty members from the foreign language departments. The language plays are projects of *language-interest clubs* that feature, in addition, illustrated lectures, motion pictures from the country of their choice, and conversation. Often these groups meet around the dinner table.

Debating and school forums are held by *Philo*, properly the *Philomathean Society*, founded in 1825. Regular meetings, held bi-monthly in the faculty room, normally open to members only, provide forums for the discussion of local, national, and international issues. From time to time there are debates against visiting teams which students may attend. Each year Philo sponsors a prize debating contest, and the organization has sponsored visiting lecturers and discussion leaders to stimulate interest in economic, social, and political problems. Some instruction in debating technique, in public speaking, and in parliamentary procedure is offered.

Students interested in art may work in the studio of the Addison Gallery with the *Design Club*.

Model Airplane enthusiasts may enjoy their hobby on outlying fields and may prepare for a competition with another school. Available for members for building planes and storing their equipment is a room in the basement of Paul Revere Hall equipped with electric saw, individual lockers, wide benches, and fluorescent lighting.

Letter-press printing may bear the imprint of the *Paul Revere Press*. The shop consists of a complete print shop with two presses

located in George Washington Hall, convenient to the school's service department.

The *Camera Club* has a dark room in the basement of Peabody House where students may develop, enlarge, and print their own photographs. Depending upon interest, groups meet for the discussion of the fine points in the art of photography.

The *Radio Club* not only has a room in the basement of Morse Hall where radio sets may be constructed and repaired, but at the radio shack it also has facilities for transmitting and receiving amateur broadcasts from fellow "hams." Code and theory classes are held in response to need.

Students who wish to construct furniture, models, or special equipment enjoy the *Woodworking Club*. The shop is well supplied with hand and power tools.

The *Rifle Club*, a large and active organization, gives boys who are interested in indoor rifle shooting, particularly upper-classmen, an opportunity to fire for pleasure, for National Rifle Association awards, and in interscholastic competition. The range is in the basement of Pearson Hall.

Model Railroaders may meet in the basement of Paul Revere Hall, where a layout has been constructed.

The chemistry laboratory is open, on schedule and under supervision, to experimenters in chemistry or physics (*Science Club*). Astronomers will find both a reflecting and a refracting telescope on the campus. One of them is housed in an observatory (*Astronomy Club*). A group interested in tapes and records makes recordings of school events (*Audio Club*). Modest lapidary equipment is on hand for those boys who are interested in gems and minerals (*Minerals Club*). Identification of minerals is another interest of this club. For the budding engineer, a 125 HP dynamometer with a Chevrolet engine on its jacks invites man-size experiments (*Mechanics Club*). A supply of machinist's tools is available for the boy who is happiest in overalls.

PHILLIPS ACADEMY

Outings in search of Maine lobsters, the best ski trails, or another mountain to climb are objectives of the *Outing Club*. Canoeing, fishing, and rock climbing are also popular with the group.

The *Stamp Club* meets in Cooley House. High spots in the club's program include an exhibition and a banquet. Philatelists are urged to bring their duplicate stamps and covers for trading.

The *Film Society* sponsors a program of unusual films, early classics, as well as foreign and domestic films of superior quality or of especial interest. These programs are offered in the Winter Term only.

The *Natural History Club* works in close cooperation with the Biology Department and the Cochran Bird Sanctuary. There are widely varied opportunities to study the animal and plant life of the region, both in the laboratory and in the field. Trips are taken to nearby points of interest. The club is licensed to carry on a bird-banding program.

The *Phillips Society* and its activities are based on the effort to understand better the meaning of life, to see more clearly the needs and problems of people, and to help meet these needs. Membership in the Phillips Society is open to any boy who wishes to participate in its program and activities.

The Phillips Society's interests are suggested by a list of some of its activities:

Receptions for new boys and for foreign students.

The raising of money for Red Cross, United Fund, the Salvation Army, the Grenfell Association, National Health Agencies, and other organizations and projects.

Conducting a program of forums, conferences, chapel talks, and discussion groups.

Collection of old clothes, books, and other articles for distribution to schools and hospitals.

Field trips to hospitals, factories, recreation centers.

PHILLIPS ACADEMY

Sunday School teaching and deputation work in the churches in Andover and vicinity.

Among the extracurricular activities in the field of music are the *Marching Band* and the *Chorus* (combining both choir and glee club), which takes part in many concerts as well as in an annual musical show. Other musical organizations are the *Orchestra*, the *Aces* (a dance band), and the *Eight-in-One Octet*. A well-stocked record library is located in the *Record Room* where recorded concerts are given from time to time.

ATHLETICS AND PHYSICAL EDUCATION

Athletics and physical education are important at Andover. The physical education, intramural, and interscholastic programs involve every student; participation is required. The objective is development by each boy of his physical capabilities and of such qualities as courage, self-confidence, self-discipline, and self-control.

Each new boy must take a swimming test; non-swimmers must take special instruction until they meet minimum standards of proficiency. During his Junior year, every boy takes two hours a week of physical education in addition to his regular afternoon program of athletics. The morning program of swimming, track, and gymnastics attempts to develop early in the boy's career the self-confidence and physical skills essential for successful participation in the more advanced phases of the program. Standards of performance are based on the individual's own physical capacity.

The intramural and interscholastic programs provide competition at all levels in seasonal sports. Outside games are scheduled with neighboring high schools, preparatory schools, and college freshmen. During the fall, the sports offered are football, soccer, gymnastics, rowing, cross country, and tennis; in the winter,

PHILLIPS ACADEMY

basketball, swimming, hockey, wrestling, squash, track, skiing and boxing; in the spring, baseball, tennis, golf, track, rowing, lacrosse and life-saving.

The Academy assumes no responsibility for injuries sustained by students while participating in such exercise or sports, except that the Medical Director's services shall be rendered and infirmary care provided without charge.

Following the urgent recommendation of the Medical Director and the Athletic Department, parents are strongly advised to see that, if their sons wear glasses, they be provided with shatter-proof lenses, not only to minimize danger of injury on the athletic field but also to obviate possible loss of time in replacing lenses broken in the normal wear and tear of school life.

See page 42 regarding athletic equipment.

HEALTH SUPERVISION

Under the supervision of the Medical Director, every effort is made to improve each student's health, prevent disease, and to diagnose and treat illnesses and injuries which may occur. Before school opens, every student is asked to have a general physical examination by his family physician as well as certain screening laboratory procedures, tetanus toxoid, typhoid-paratyphoid injections, and smallpox vaccination. His family is asked to answer questionnaires which will tend to reveal significant symptoms or illnesses noted in the past.

Immediately after the student has been admitted to the Academy, complete dental and lung X-rays and careful ear and eye examinations for function are done. Tests for speech defects, reading speed, and the presence of language disability are completed. The full-time Medical Director and his associate, with the assistance of several consultants associated with the Medical Department and representing various fields, then correlate all the

above information. By this means it may be possible to form a fairly accurate estimation of the student's physical status and the ease with which he may be expected to adjust to the school environment.

The Isham Infirmary is a fifty-five bed hospital recognized by the American Hospital Association. The Infirmary has a modern X-ray department, a clinical laboratory and a full-time X-ray technician. A well-equipped physiotherapy unit is under the direction of a qualified physiotherapist. Graduate nurses are in residence throughout the school year. The Infirmary is equipped to care for all serious medical and surgical emergencies as well as most other diseases and conditions commonly encountered.

When illnesses and injuries arise in the student body, they are first screened and treated when feasible by the Medical Director and his associate. If highly specialized care is required, easily available local staff consultants and hospitals or Boston physicians and nationally known medical institutions are employed forthwith. Minor illnesses are reported to the parents by letter. Conditions which require treatment under general anesthesia or approach major proportions are reported by telephone to the student's family by the Medical Director as soon as a working diagnosis has been established.

The dental staff consists of three dentists representing the fields of dental surgery, general dentistry, and orthodontistry. There is a full-time dental hygienist. The fields of psychiatry and psychology are represented by a part-time psychiatrist and a psychologist who is on a full-time basis.

The Infirmary Committee meets with the Medical Director every three months to discuss policies of health and administration. The members of the committee are John Peters Stevens, Jr., Charles Stafford Gage, Sumner Smith and Peter Capra, and others to be appointed.

PHILLIPS ACADEMY

DAILY SCHEDULE

Chapel	7:50 A.M.
Recitation hours	8:12 A.M. to 12:50 P.M.
Athletics	2:00 P.M. to 3:30 P.M.
*Recitation hours	4:13 P.M. to 6:00 P.M.
Evening study hours begin	8:00 P.M.
†Sunday chapel service	11:00 A.M.

*Wednesday and Saturday afternoons are half-holidays.

†Vespers at 5:00 P.M. during the Winter Term.

WORK PROGRAM

The Phillips Academy work program, in which every boy takes part, has two objectives: to train boys to do useful work well and to reduce the operating costs of the Academy. Operating under the supervision of members of the Faculty, the work program has become an essential part of the democratic life of the Academy.

The work program has three phases: (a) the daily care of dormitory rooms and corridors, under the direction of house-masters, (b) work in the Commons, to which all boarding students are assigned for two or three (non-consecutive) weeks during the year, and (c) work on the grounds and in the school buildings, in which all boys participate on the average of one week a term during the school year, four days a week, under the supervision of members of the Faculty.

GRADES AND REPORTS

Reports on the student's work are sent to the parents or guardian twice a term. Grades are based on the results of both daily work and examinations. They are recorded on a scale of 100, in which 60 is the passing mark and 80 or over is an honor grade.

Counselors' reports are sent to parents at least twice a year.

DISCIPLINE

Phillips Academy seeks to help boys develop certain desirable attitudes and habits so that they will be sound and healthy individuals and good citizens of their community. The Academy bases its disciplinary policy on the assumption that each boy will, at all times and places, conduct himself as a gentleman. The Academy tries to inculcate in a boy personal integrity, responsibility for his behavior, self-control, and a sense of individual purpose. It believes that discipline should foster clear, independent thinking, good judgment, and sound scholastic achievement. In each boy, from the beginning of his career in Andover, the Academy aims to cultivate a sense of just pride in his school and of responsibility to an orderly society. The School has made its rules in accordance with these principles.

The School expects boys to occupy themselves with their studies and other school work during all study hours. A student is expected to meet all fixed appointments, such as recitations, daily chapel or assembly, Sunday chapel, required athletics, or study hours. All appointments immediately preceding and following vacations and holidays the School considers especially important. Six unexcused absences in a term render a boy liable to discipline, as does an accumulation of demerits.

A student renders himself liable to dismissal if he is guilty of dishonesty, if he drinks or possesses alcoholic beverages, if he is absent from school bounds without permission, or if he is anywhere or at any time guilty of conduct unbecoming a gentleman.

Students may not possess, rent, or drive any motor vehicle within bounds, nor may they possess or use firearms or explosives of any sort, except as authorized under the rules of the Academy Rifle Club. Boys in the upper two classes only may smoke at certain specified times and places. Only day students may use bicycles. No students may have radios or wireless apparatus

PHILLIPS ACADEMY

in their rooms; sets are available in the common rooms of each class.

OUT-OF-TOWN EXCUSES

Students whose scholastic standing is satisfactory may with permission take two out-of-town excuses per term. Seniors are allowed five if they are passing all courses.

ROOM EQUIPMENT AND CLOTHING

The Academy provides each student with bed and mattress, pillow, bed linen, one blanket, chiffonier, desk, desk-chair, easy chair, and rug. In the double rooms these items are provided for each occupant.

All boys are required to wear coats and neckties to recitations, meals, chapel, and Assembly. Various sport combinations, including clean khaki trousers, are permitted; but a suit with a white shirt and appropriate shoes is required for Sunday church and other formal occasions. All wearing apparel and personal effects should be plainly marked with the student's name.

All *protective* athletic equipment is furnished by the Academy. All other athletic equipment must be supplied by the boy. He is urged to bring along whatever he already possesses but *not* to purchase anything new before coming to school. Substantial savings can be made on purchases through the Athletic Department. A limited supply of athletic shoes is available on a loan basis for scholarship boys.

The Academy does not issue a detailed list of necessary equipment, but in addition to the above, the following are suggested:

Two or three extra blankets or the equivalent.

Warm overcoat or jacket for the winter months.

Overshoes and rubbers for the winter months.

PHILLIPS ACADEMY

COLLEGE MATRICULATION—CLASS OF 1957

Senior college candidates in 1957	214*
Admitted to college	208*
Number of colleges entered	39

<i>College</i>	<i>Number of Students</i>	<i>College</i>	<i>Number of Students</i>
Amherst	3	Middlebury	1
Antioch	1	Pennsylvania, University of	4
Beloit	1	Reed	1
Boston University	1	Rensselaer Polytechnic Institute	1
Bowdoin	1	Rice Institute	2
Brandeis	1	Princeton	20
Brown	18	Stanford	12
California Institute of Technology	3	Trinity	1
Carnegie Institute of Technology	1	Tufts	1
Colorado, University of	1	United States Air Force Academy	1
Columbia	3	United States Military Academy	1
Cornell	7	United States Naval Academy	1
Dartmouth	6	University of the South	1
Georgetown	1	Vanderbilt	1
Harvard	33	Virginia, University of	2
Hobart	1	Washington and Jefferson	2
Lehigh	2	Washington and Lee	1
Massachusetts Institute of Technology	5	Williams	4
Michigan, University of	2	Wisconsin, University of	2
		Yale	45

*Including nine students studying abroad in 1957-1958. Total 195

FINANCIAL

A large part of the Academy's operating income is from the investment of its endowment funds. These funds have made it possible for many years to charge an inclusive fee lower than the cost of a student's education and maintenance and, in addition, to make scholarships in varying amounts available to worthy and qualified students. Thus it can be said that all students, regardless of the fee paid or the scholarship earned, have benefited by the endowment funds.

Few patrons of the school in recent years have met the full cost of their sons' Andover education. The total cost to the Academy

for each student during the year 1956-57 was approximately \$2,713. Of this figure, \$1,400 was met by the inclusive fee, leaving a considerable balance to be met by the income on invested funds, by gifts from alumni, and from other sources.

Tuition Charges

Beginning in the school year 1958-1959, the tuition for boarding students is \$1600; for day students (who must live in the Greater Lawrence area) \$800: one half payable on October 1, one fourth on January 1, and one fourth on April 1. For scholarship students three equal bills are rendered, on or shortly after November 1, January 1, and April 1. Each student, when assured of admission, is required to make a deposit of \$50, which is credited on his first bill.

The tuition charge of \$1600 covers instruction, board, room (including furniture, bed linen, and one blanket), physical training and athletic privileges, use of laboratory equipment and material, admission to all authorized athletic contests and the authorized entertainments at George Washington Hall, including the Saturday evening motion pictures.

It does not include charges for tutoring, Language Training, special instruction in music or athletics, dental care, the medical fee of \$10.50, medical insurance, personal laundry, textbooks, dues to school organizations, and breakage and damage to school property.

Bills for matters not included in the regular school charge may be sent at any time during a school year. Any alteration in the terms of payment made necessary by the needs of parents must be arranged in advance with the Comptroller. Classroom privileges may be denied to students whose bills are not settled when due.

No rebate for the term in which he leaves will be made to a student who for any reason is dismissed or withdrawn.

PHILLIPS ACADEMY

The diploma of the Academy will not be awarded to a student whose school account is not paid in full by the date of graduation.

Breakage Deposit

Each student is required to make a deposit of \$25 to cover breakage and other incidental obligations that may be incurred during the school year. The deposit is payable on October 1 and is billed with the portion of the normal charge due on that date. The balance remaining after such charges have been deducted will be refunded at the end of the fiscal year, June 30, or credited on the first bill for the following year.

Student Health and Insurance Program

All ordinary illnesses and injuries under the classification of "home care" are treated at the Isham Infirmary by the Medical Director and his staff, and the tuition charge (\$1,600) includes such medical attention regardless of the length of the patient's stay in the Infirmary.

Parents are, however, responsible for the payment of medical services while the student is in residence at Phillips Academy for the care of illnesses and conditions for which they, the parents, would have been responsible had the student been treated by his family physician in his own home or hospital. The family sickness and accident insurance policy or a personal policy, of the Blue Cross-Blue Shield type covering the student, will meet most of such Infirmary care.

Additional cost to parents of the broad medical services necessary for the student (see pages 38 and 39) is met in two ways:

1. Student Infirmary Fee (required)

An Infirmary fee of \$10.50 for boarding students and \$5.00 for day students is charged. It will be used to provide a portion of the medical care at the Isham Infirmary for the treatment of accidents and illnesses outside the scope of "home care."

PHILLIPS ACADEMY

2. Andover Student Sickness and Accident Insurance Plan (optional)

A sickness and accident insurance plan provides coverage over the full twelve-month period, twenty-four hours a day, on campus and off. It pays up to \$650 for each accident or illness that requires treatment by physicians or hospital admission outside the school. The cost is \$12.00 for boarding students (sickness and accident) and \$5.00 for day students (accident only).

Parents are strongly advised to take advantage of this low-cost insurance plan even though the student has in force a personal sickness and accident policy, since the benefits of the Andover Student Sickness and Accident Insurance Plan are payable *in addition* to any benefits a student may obtain under any personal policy. Not infrequently the coverage from all policies is necessary to meet the total expenses of a protracted or involved illness.

“Extras”

As a rough guide to parents in budgeting for the total expected expenses of each academic year, the following low-average approximations of “extras” are given.

Laundry (if done locally)	\$25 - 85.00
Pressing and cleaning	15.00
Books and supplies	35.00
Dues, publications, and charitable contributions	15.00
Miscellaneous, including spending money	110.00
Medical fee	10.50
Medical insurance (optional)	0 - 12.00
Breakage deposit (refundable)	0 - 25.00
	<hr/>
	\$210.50 - 307.50

The thrifty boy can cut costs considerably. Scholarship boys can obtain most of their books through the Loan Library. Ex-

penses for travel and for clothing (see page 42) are an entirely personal matter. Assistance in meeting travel costs is available under certain conditions to holders of scholarships.

Spending Money

Parents or students may open an account at the Treasurer's Office for personal expenses during the school year. Students are urged not to keep large amounts of cash in their possession or in their rooms.

Scholarship Aid

Phillips Academy operates on the assumption that no boy should be deterred from applying for admission because his family is unable to pay the full cost of an Andover education. A statement in the Academy's constitution reads, "This Seminary shall be ever equally open to youth of requisite qualifications from every quarter." Through the generosity of a large number of alumni and other friends of the school, close to \$200,000 is available this year to help needy students come to the school.

Boys of character and academic promise whose parents need financial aid are encouraged to apply for scholarships. Awards vary in amount according to the applicant's need, ranging from \$200 to full scholarships of \$1600. The Committee requires the parents of all applicants to submit a complete report of their financial condition, which will be kept confidential. All boys on the scholarship list are expected to maintain academic records compatible with their ability and to show by their general record at Andover that they are aware of and deserving of the opportunities which they enjoy.

All scholarship boys are expected to perform some useful service for the school in partial return for the aid they receive. To this end, the Bureau of Self-Help exercises control over all

PHILLIPS ACADEMY

student employment, such as work in various departments of the school and campus concessions. The anticipated revenue from such work is included in the over-all scholarship budget. Although any student can in addition find odd jobs about the school that will help him with his pocket money, he should not anticipate earning any substantial amount.

Loans to help meet the annual charges may be arranged with the school treasurer, who has for this purpose a revolving fund, the gift of a generous benefactor.

A wide range of prizes is open to competition by the student body. A complete description of each prize, together with the names of last year's winners, can be found on pages 75 to 83.

SUMMER SESSION

The sixteenth annual Andover Summer Session will open on Tuesday, June 24, and close on Wednesday, August 20. Instituted in 1942 to provide an opportunity for acceleration for boys about to enter the Services, the Summer Session has been continued by the Trustees largely because of its proven value in aiding students assured of September admission in becoming acclimated to the relatively rigorous Andover program. It has been useful also in enabling some of these new boys to make up deficiencies in their previous preparation, thus often saving them from the loss of a full year. Other boys from both public and independent schools who are not candidates for entrance in the fall are also eligible for admission. The Summer Session publishes its own catalogue, which may be obtained after February 1 by writing directly to the Director of the Andover Summer Session, Andover, Massachusetts.

NO MAN EVER STEPS IN THE SAME RIVER TWICE

HERACLITUS

The school, like the river, will never be the same.

*Here is the momentary nowness of its flow
imaged in buildings, paths and people
that channel its continuity.*

*Here is the togetherness—and the loneliness;
the moments of effort—and of pause
that mark its turbulence
and intricacy of relationship.*

*To direct the flow,
who shall plan to pave its course, open some way
and build shores adroitly—*

Since the school, like the river, will never be the same?

PATRICK MORGAN



THE MAIN CAMPU



BARTLETT HALL, A DORMITORY (LEFT), AND THE OLIVER WENDELL HOLMES LIBRARY







SENIOR MATHEMATICS ELECTIVE



BASKETBALL IN THE MEMORIAL GYMNASIUM



A PORTION OF BROTHERS FIELD IN THE FALL



THE SUMNER SMITH ARTIFICIAL-ICE HOCKEY RINK



THE SPRING PROM



BREAKFAST DURING A PROM WEEKEND



A MEETING OF THE ADVISORY BOARD WITH THE HEADMASTER



AFTER SUNDAY CHAPEL



FACULTY PORTRAITS



THE HEADMASTER AND THE PRESIDENT OF THE TRUSTEES LEAD THE
COMMENCEMENT PROCESSION



ADMISSIONS

GENERAL POLICY

The basic requirements for admission to Phillips Academy consist of evidence of good character and *a strong school record*. Other considerations are personality, breadth of interest, geographical distribution, date of application, and performance on the Secondary School Admission Tests (see page 52). Because the Academy receives applications from many more qualified boys than it can admit, it is necessary to make selections on a competitive basis, with particular emphasis on character, personal qualifications, and promise, as determined from recommendations and interviews.

Applications received after April 1 of the proposed year of entrance cannot be considered for that year. Priority is given to those candidates whose applications (including the personal interview) are complete by February 15 and who have written the December 14, 1957, Secondary School Admission Tests (see page 52).

Candidates are advised to enter as early in the four-year program as possible. The number of places available for new boys in the two upper classes is relatively small and the competition for them is especially keen. Boys who enter the Junior or Lower Middle classes normally adjust more easily and derive more benefit from the extracurricular as well as from the academic side of Andover life, and there is a greater likelihood of their assuming positions of responsibility and leadership than is possible for boys coming for only one or two years.

Students in the Academy arrange their work in accordance with the Course of Study as outlined on pages 21-25. The outline indicates the work done each year by a student who is neither behind nor ahead of his class in any subject. Boys entering any of the three upper classes may receive credit without examination

PHILLIPS ACADEMY

for certain courses taken at their previous schools, but credit is given only for those courses in which the final grade is of college certifying quality.

PROCEDURE IN APPLYING

Application Forms

In making preliminary application to enter the Academy, the parent or guardian should submit the form *in the back of this catalogue*, unless he has already received a detailed final application form from the Admissions Office.

A non-returnable application fee of five dollars is required of all candidates. A check or money order, payable to the Trustees of Phillips Academy, should accompany the preliminary application form. Since this is a new requirement, those who have already filed preliminary applications for 1958 or later will be asked to pay the fee when they signify their intention of completing the final form, if they have not previously done so.

In January of the proposed year of admission a final application form is sent to each parent or guardian who has filed a preliminary application. After completion of the first part by the parent or guardian, the application should be submitted to the principal of the school presently attended by the applicant, with the request that it be returned directly to Phillips Academy as soon as possible *but including the all-important midyear grades of those schools that have a midyear marking system*. Bearing in mind that applications received after February 15 do not receive the highest priority and that no application can be received after April 1, parents must be sure that the school *does* forward the application promptly.

Personal Interview

It is highly desirable that boys come to Andover for a personal interview with the Director of Admissions, the Admissions Officer,

or one of the Interviewing Officers. Appointments should be made in advance. Attention is called to the office hours listed on page 14. Boys unable to visit Andover should themselves arrange an interview with the nearest alumni representative (see page 92), or if that is for any reason impossible, write the Admissions Office to make special arrangements. Candidates for 1958 must complete their interviews by February 15 in order to receive priority consideration.

Letters of Recommendation

Along with the final application blank, three Confidential Recommendation Forms will be sent to the parent or guardian. Two of them should be given to the boy's current teachers (not the principal, who completes the application form) and the third to some person who meets the boy frequently in a non-academic capacity, i.e., camp counsellor, scoutmaster, minister, coach, employer, etc. When completed, the confidential recommendations should be returned *by the writers* directly to the Admissions Office in stamped, addressed envelopes supplied by the candidate.

One or two of the confidential recommendation forms may be completed by previous year's teachers if it is felt that they know the boy better than his current teachers. Additional reference letters from any source are welcome but not required.

Boy's Personal Letter

Each applicant is required to write a letter describing his main interests and activities, including jobs if any, travel, summer experiences, and his reasons for applying for admission. The letter should be written *without assistance from any source*. It should be mailed to the Admissions Office promptly but separately from the final application form. For 1958 candidates the letters of recommendation and the boy's personal letter must be received by February 15 in order to insure priority consideration.

PHILLIPS ACADEMY

Admission Tests

All applicants are required to take the Secondary School Admission Tests in the year of candidacy. For 1958 the tests will be administered by the Educational Testing Service at centers throughout the country on Saturday, December 14, 1957 and Saturday, February 15, 1958. Candidates are strongly urged to take the early set. The Educational Testing Service has prepared a bulletin of information about the tests. *Each applicant must complete a special form (to be supplied with the "Bulletin of Information for Candidates") and be sure that it reaches the Educational Testing Service by the deadline date.* The cost is \$8.50, payable to the Educational Testing Service. If not already supplied with a "Bulletin of Information for Candidates," applicants for 1958 may obtain one by writing to: Secondary School Admission Tests, Educational Testing Service, 20 Nassau Street, Princeton, New Jersey.

Candidates from outside the United States who are too remote from the published test centers will be asked to make arrangements locally for supervision of special tests to be supplied by the Academy.

A limited number of candidates who apply after February 15 and who have not made arrangements to write the Secondary School Admission Tests will be permitted to take the Academy's own tests, if proper arrangements are made for local supervision.

Candidates writing the Academy's own tests will be asked to pay the \$8.50 test fee directly to the Academy when requested.

Special preparation or tutoring for the admission tests is not necessary or advisable. Sample tests are not available.

Deposit

Candidates who receive a letter of admission for 1958 are required to pay a deposit of fifty dollars (creditable on the first regular school bill) by April 1, or immediately upon receipt of a

PHILLIPS ACADEMY

letter of admission arriving thereafter. By agreement with a number of schools, no boy may receive official notice of admission prior to January 15, and no parent may be required to confirm the admission by deposit or otherwise before April 1. Boys accepted early who are definitely planning to attend Phillips Academy will greatly help the Admissions Office by confirming their acceptance before April 1.

Placement Examinations

All applicants who have been admitted to the Academy and who have thereafter paid the required deposit will write examinations for *placement purposes only* on Friday, May 16. Information about the examinations will be sent by the Admissions Office early in May. They will be given in Andover and New York, but may be written in his own community by any boy who so desires and who makes proper arrangements. Candidates attending independent schools that belong to the Secondary Education Board and use its papers as regular final examinations may substitute them for the Academy's placement examinations. No special arrangements need be made other than notifying the Admissions Office if the substitution is desired.

Failure to perform creditably on the placement examinations (or final Secondary Education Board papers substituted for them) will ordinarily necessitate attendance at the Andover Summer Session for Junior (9th grade) candidates, and either Summer Session attendance or loss of a year for candidates for the three upper classes.

Preparation for the Placement Examinations

While no special preparation for the *admission tests* is expected, outside study or tutorial assistance in anticipation of the *placement examinations* will usually be helpful. Sample placement examina-

PHILLIPS ACADEMY

tions are supplied without charge by the Admissions Office upon receipt of a request that includes a statement of the subjects studied in the year just prior to admission. Each sample examination lists the topics to be covered in preparation for the examination.

As a further aid to candidates for placement in the two lower classes and to those upper class candidates who are currently studying the first year of Latin or French, the Secondary Education Board, 186 Center Street, Milton 86, Massachusetts, publishes each year, for \$1.00 postpaid, a pamphlet entitled, "*Definition of the Requirements for 19—*." The pamphlet contains detailed subject-matter requirements in English, Mathematics, Latin, and French for use in grades six through nine. The standards parallel closely those of Andover. The previous year's examinations in each subject at each level are included.

The proper use of the Secondary Education Board pamphlet should enable parents to determine well in advance whether their boys are receiving adequate preparation for the Academy. Please note that Phillips Academy does not expect the study of a foreign language in grades six through eight.

Room Assignment and Matriculation Notices

Rooms are assigned to incoming students late in the summer, *in the order in which their admission applications are filed*. A notice regarding the opening appointments of the school year, together with various required forms, is sent in August to the parents or guardians of all successful applicants.

Parents are referred to the section on Health Supervision (pages 38 and 39) for the Academy's regulations regarding immunization against certain infectious diseases.

PLACEMENT REQUIREMENTS FOR EACH CLASS

The examinations ordinarily required for entrance to the four classes are specified below. Each candidate should take the examinations for which his previous work fits him, irrespective of the class groups in which the subjects are listed. All boys will write a diagnostic spelling test.

Junior Class

Boys of good scholastic ability and achievement should be able to enter the Academy when they have completed the work of the eighth grade and have reached the age of thirteen or fourteen. Attainment in their studies will be estimated from placement examinations in English* and mathematics.* Normally the mathematics examination will cover arithmetic only (entrance to Mathematics 1B*) but an eighth grade boy whose course consists primarily of algebra should write instead the paper for entrance to Mathematics 1A,* covering both arithmetic and algebra through simultaneous linear equations.

Some acquaintance with a foreign language is helpful, although not essential. Boys who are currently studying Latin* or French* should so notify the Admissions Office and write the appropriate placement examinations.

Lower Middle Class

For entrance to the regular work of the Lower Middle year, placement examinations are required in algebra,* in English,* and in foreign languages* currently being studied. The work is described on pages 57-74. *In most instances the courses offered at*

*Instead of its own placement examinations the Academy accepts certain examinations of the Secondary Education Board for candidates from those independent schools which make use of the Board's papers at the end of the school year. Boys admitted from these schools should notify the Admissions Office if they wish to make the substitution.

PHILLIPS ACADEMY

Phillips Academy in the Junior year (ninth grade) cover considerably more ground than those given elsewhere at the same level. For this reason applicants are advised to note carefully the description of the Academy's Junior courses, and the sample examinations for entrance to English 2, Mathematics 2, and the second year of the appropriate foreign language, which will be sent upon request without charge. Extra preparation may be advisable. Credit for the History and Science of the Junior year may be granted on the school record without examination.

Upper Middle and Senior Classes

Successful candidates for the Upper Middle and Senior Classes will write the Academy's placement examination for entrance to English 3 or English 4. Placement examinations for entrance to the second- and third-year levels of a foreign language will be required of candidates planning to continue the language at the Academy. Examinations in other subjects may be required, depending on the courses taken and the quality of the applicant's record. Candidates must secure credits, by examination or certification, which cover the work of the Academy's lower years. Candidates who have taken or who expect to take College Boards should request the Board in writing to send the results to the Phillips Academy Admissions Office.

Post-Graduate Students

A limited number of well qualified secondary-school graduates are admitted each year. They write the Secondary School Admission Tests and the same placement examinations as Senior candidates. Candidates who have taken or who expect to take College Boards should request the Board in writing to send the results to the Phillips Academy Admissions Office.

DESCRIPTION OF COURSES

ART

INTRODUCTION TO ART. Two hours. One-half of the course, "Introduction to Art and Music," is devoted to the Visual Arts. Counting as two hours a week, the course is ordinarily required for members of the Upper Middle Class, with the exception of those students who are permitted to take Studio Art or practical work in music. Lectures by the Art Department are alternated with and correlated as closely as possible with lectures by the Department of Music. Seniors, at the Academy for one year only, may take it as an elective. The purpose of the course is to provide a basis for making reasoned judgments in the visual field and to acquire understanding and enjoyment of various forms of music. Accordingly, the Art Department (for a description of the procedure in music see p. 69) is concerned to present the student with facts relating to the structure and design of architecture, painting, sculpture and, to a lesser degree, the industrial and decorative arts. He is taught to recognize these facts when applied to cultural styles, both past and present. By analyzing certain monuments, he discovers how the style of each is related to the age in which it develops. Finally, he is shown how to use his own judgment about the monuments in terms of the earlier part of the course. Wherever possible, collections and exhibitions in the Addison Gallery are used for purposes of illustration.

STUDIO ART. Two hours. A limited group of Upper Middlers and Seniors are permitted to take instruction in drawing, painting, architectural layout, or clay modeling, as an alternative to the course Introduction to Art. In its emphasis on observation and in its effort to supply the basis for a critical understanding of contemporary surroundings, the purpose of this course is parallel to that of the lecture course. Four hours' studio work counts for two hours' credit, with no outside preparation required. Previous experience is not required for the course, but it presupposes an interest in working with materials and in problems of construction. The course seeks, through the development of control in drawing and in the use of color, to aid the student in organizing his observation and imagination. The work is adjusted to the experience and ability of the individual student.

ADVANCED ART. An advanced course in the Visual Arts is offered as an elective to students who have taken either the introductory or a studio course. The full, or major, course, counting four hours a week, combines studio work and discussion. It is conducted by the project method, with the studio work in painting, architectural and industrial design, forming the basis for class discussion. Through special arrangement, the course is available for college entrance credit for students whose general record is of high grade and who have a special interest in the subject. Advanced work may be taken as a half course, counting two hours a week, consisting of both discussion in the classroom and participation in the studio.

PHILLIPS ACADEMY

ANATOMY (See *Science*)

ANTHROPOLOGY (See *Science*)

BIOLOGY (See *Science*)

CHEMISTRY (See *Science*)

THE CLASSICS

The courses in Greek and Latin are arranged to provide a full four-year course in both languages. The Department hopes that a number of boys with Classical interests will elect four years of one language and three of the other. However, the pressure of modern times must make it advisable for most boys to take one ancient and one modern language. Such boys may elect either Greek or Latin in their first year. Those planning on a general education, on the advanced study of Romance languages, or on entering the Law, will naturally prefer Latin, but boys interested in literature, archaeology, philosophy, or medicine, might well choose Greek as their ancient language. It is no more difficult than Latin as a first language.

GREEK 1. Five hours. The course is devoted mainly to forms and the most essential principles of syntax. Chase and Phillips: *A New Introduction to Greek* (Harvard University Press) is used. To aid the memorizing of inflections and vocabularies there are daily exercises, both oral and written, enforced by incessant drill. During the second and third terms, work in the grammar is supplemented by lessons either from a very simple Greek Reader, or from the initial chapters of Xenophon's *Anabasis*.

GREEK 1-2. Five hours. The course is open to properly qualified Seniors and Upper Middlers. It covers in one year the essential material of Greek 1 and Greek 2. The texts are Chase and Phillips' *A New Introduction to Greek* (Harvard University Press) and Xenophon's *Anabasis*.

GREEK 2. Five hours. The second year is occupied with selections from Xenophon's Works and with some easy dialogue of Plato. Prose composition in Attic Greek is studied, the grammar is reviewed, and there is much work in sight translation.

GREEK 3. Four hours. The third year is spent mainly in reading selected books of the *Iliad* and the *Odyssey*. After the dialect is mastered, more attention is given to the literary side of the poems and to the translation of Homer at sight. When the ability of the class warrants, the *Alcestis* of Euripides is read.

GREEK 4. Four hours. The fall term will be devoted to selections from Herodotus, the winter to a play of Sophocles, the spring to selections from the Greek lyric poets.

PHILLIPS ACADEMY

GREEK T. Two hours. A Senior elective that studies the Greek Old and New Testaments.

LATIN 1. Five hours. The course is occupied with the mastery of such vocabulary, inflexions, and syntax as are covered in *Pearson's Essentials of Latin* (American Book Company). The course aims at a thoroughly dependable foundation for subsequent reading and study.

LATIN 1-2. Five hours. Boys who are not ready for Latin 2, but who make a high grade on the Advanced Latin 1 Entrance Examination, may be placed in Latin 1-2 and thus given an opportunity to complete two years of work in one. Those who pass the course successfully are given credit for two years of Latin. The course is reserved for boys who give evidence of high ability.

LATIN 2 (Caesar). Five hours. The aim of the course is to extend and build on the linguistic foundations laid in Latin 1. For this end, Books 1-4 of the Gallic War of Caesar, or equivalent amounts from a second-year book, are studied. There is continual practice in sight translation, prose composition and reading aloud. An attempt is also made to show the importance of Caesar in the history of his time.

LATIN 3. (Cicero). Four hours. The course has a threefold purpose. Linguistically it aims at teaching students to read Latin prose with increasing ease. Historically it tries to present a picture of Cicero's life and times and to compare and contrast his period with our own. Culturally it endeavors to assess the literary importance of Cicero, as the creator of a prose style which influenced the literature of Europe for centuries. Representative selections are read from the writings of Cicero, as well as passages from other prose authors. There is constant practice in sight translation and vocabulary.

Students who have done high honor work in Latin 2 and who intend to take only three years of the subject will be allowed to choose either Cicero or Vergil for their third year Latin.

LATIN 4. (Vergil). Four hours. The course attempts to cultivate a sympathetic appreciation of the essentials of good poetry. There is systematic training in sight translation and metre, with the object of enabling the student to read Latin poetry with some ease and with appreciation of its rhythmical quality. Selections from the *Aeneid* and from the work of Ovid and of other poets form the basis of the work.

LATIN H. (Horace). Two hours. Selections from the Odes of Horace are read and discussed. The thought and life of the poet's time are considered, and the relationship of his poetry both to the Greek lyric and to English lyric poetry is indicated.

LATIN COMPOSITION. No regular course is given, but special arrangements can be made for any student desiring work in advanced composition.

CONTEMPORARY AFFAIRS (See *History*)

PHILLIPS ACADEMY

ENGLISH

The courses in English aim to teach students to think logically, to speak and write clearly, to read with comprehension and appreciation, and to develop discrimination and taste in the judgment of books.

Courses at all levels include frequent practice in speaking and writing, close reading, sustained attention to problems of syntax and rhetoric, the study and discussion in class of the chief literary types, and wide collateral reading.

Sections vary in size from ten to fifteen. After the Junior year particularly able boys are assigned to honors sections and encouraged to develop their special literary aptitudes. Classroom teaching is supplemented in each year by conferences with individual students.

In addition to assigned reading, students do collateral reading which is guided by the English teacher. In each course students are encouraged to do original writing of story, poem, and essay. The Department sponsors a series of prize competitions to stimulate interest in original writing.

There are two elective courses for those students who have completed four years of English, one a course in composition, the other a course in American literature.

The following course descriptions list representative texts studied in each year. In the two upper years the choice of texts is left largely to the individual teacher.

ENGLISH 1. Five hours. The work of the course includes (1) a review of grammar, drill in spelling and punctuation; (2) the study in class of selected short stories, a novel, a play, selected essays, selected narrative and lyric poems; (3) composition, beginning with a study of paragraphs and proceeding to the writing of simple expository, narrative and descriptive themes; (4) instruction and drill in the rudiments and techniques of oral expression.

A departmental examination is given at the end of each term. Representative texts are *Story Essay*, edited by McClay and Judson (Holt), *Richard II*, *A Tale of Two Cities*, *Great Expectations*, *Alice in Wonderland*, *Pilgrim's Progress*, *Aesop's Fables*, *A Pocket Book of Verse*.

ENGLISH 2. Four hours. The work of the course includes (1) a review of grammar, drill in spelling and punctuation; (2) a study of syntax; (3) elementary study of rhetoric; (4) practice in close-reading; (5) composition, chiefly exposition and the personal essay; (6) the reading and discussion of literature: the short story, the novel, drama, poetry, and the familiar essay.

A departmental examination is given at the end of each term. Representative texts are *Harbrace College Handbook* (Harcourt, Brace), *Great Short Stories*, edited by Schramm, *Babbitt*, *Henry IV (Part I)*, *Wuthering Heights*, *Idylls of the King*, *Palgrave's Golden Treasury*, edited by Oscar Williams.

ENGLISH 3. Four hours. The class hours are divided between the study of literature and composition. Fiction, drama, the essay, poetry, and biography are examined in classical and modern texts with particular emphasis upon explication and discussion. Homer's *Odyssey* is read by all sections.

PHILLIPS ACADEMY

There are frequent long themes and class papers, and special attention is given to practical problems of syntax and rhetoric.

Representative texts are *Far from the Madding Crowd*, *Victory*, *Gulliver's Travels*, *Ethan Frome*, Peterson's *Notes on The Odyssey*; plays of Shakespeare, Sheridan, Shaw, O'Neill, Wilder; the poems of Browning, Williams' *The Pocket Book of Modern Verse*, Untermeyer's *A Concise Treasury of Great Poems*.

ENGLISH 4. Four hours. The course gives training on an advanced level (1) in the reading and discussion of literature, chiefly English and American; (2) in close reading of selected passages of prose and poetry; (3) in logical thinking; (4) in composition and rhetoric. The course seeks to stimulate active and thoughtful class discussion of the assigned reading, to establish criteria for judging books, and to develop literary taste. There is continuing practice in writing, including critical essays, term papers, and original work.

Representative texts are Homer's *Iliad*, Hardy's *The Return of the Native*, Hawthorne's *The Scarlet Letter*, Hemingway's *A Farewell to Arms*, Fitzgerald's *The Great Gatsby*, Conrad's *The Nigger of the 'Narcissus'*, Sophocles' *Oedipus the King* and *Antigone*, Ibsen's *Ghosts*, Shakespeare's *Hamlet*, *Othello*, and *King Lear*, Shaw's *Saint Joan* and *Caesar and Cleopatra*, Thoreau's *Walden*, Dean's *Essays* (Harcourt, Brace), Williams' *A Little Treasury of Modern Poetry* (Scribner), Untermeyer's *The Book of Living Verse*.

ENGLISH 5. Four hours. An elective course in American Literature open to students who have successfully completed four years of secondary-school English or who have otherwise demonstrated ability to do advanced work in English. The anthology for class use is *A College Book of American Literature*, edited by Ellis, Pound, Spohn, and Hoffman (American Book Co.).

ENGLISH 5C. Four hours. An elective course open to students who have successfully completed four years of secondary-school English but who desire further training in composition. Extensive writing of both outside and class papers is the main business of the course. Much of the writing is based on a study of models in Haines's *Problems in Prose*. In addition there is both extensive and intensive reading within one literary period, Romantic, Victorian, or Modern.

*FRENCH

The French Department offers a continuous five-year course, conducted exclusively in French, in which the emphasis is laid on the acquisition of the four skills outlined in Dr. Emile de Sauzé's famous "Cleveland Plan." Students are taught to understand the written and the spoken word, and to express themselves in French both orally and in writing. English is at no time used in class. The entire program is based on learning French as a living language, approximating as closely as possible, within the restrictions of the classroom, the same conditions for learning a foreign language as exist for learning English.

Reading texts are imported from Canada or from France, in their original form, without English footnotes or vocabulary. Each student must provide him-

*See footnote on page 73.

PHILLIPS ACADEMY

self with a French dictionary (Larousse: *Dictionnaire des Débutants*), since he is taught to learn the meanings of new words from words already understood, and not by memorizing English equivalents.

Students who at the end of their first term of French 1 show above average aptitude for the language are placed in special sections. These meet no more often than the regular sections and have the same length assignments but move ahead more rapidly and receive credit for four units of French at the end of three years.

FRENCH 1. Five hours. Text: Robin & Bergeaud, *Le Français par la méthode directe*, Book I (Hachette, Paris).

FRENCH 1—SPECIAL. Five hours. An exclusively aural-oral course, with nine class meetings weekly, no texts, no assignments outside of class, two different teachers. Much use is made of audio-visual aids, slides, movies, tapes. Open to all beginners who have had no previous contact with the language. Successful completion enables students to take a special French 2, where they learn to read and write, which in turn enables them to take a regular French 3. This approach is designed to put into effect the most modern and effective language-learning techniques.

FRENCH 1-2. Five hours. For new boys who have had some previous study of French but not enough to qualify for French 2. Successful completion of the course enables a student to enter French 3 the following year.

FRENCH 2-A. Five hours. Texts: Robin & Bergeaud, Book II, Lessons 1-25. Rat et Vallée, *Contes et récits des écrivains du XIXe siècle* (Fernand Nathan, Paris).

FRENCH 2-B. Five hours. For new students not accustomed to the Andover method. Those who pass are admitted to French 3. Texts: Robin & Bergeaud, Book I complete, Book II, Lessons 1-25. Rat et Vallée, *Contes et récits des écrivains du XIXe siècle* (Fernand Nathan, Paris).

FRENCH 2-X. Five hours. For those who received credit in French 1. Successful completion enables a student to enter French 4 but gives only the same unit credit as French 2.

FRENCH 3. Four hours. Texts: Robin & Bergeaud, Book II, completed. Ledésert *La France* (D. C. Heath). Martin, *Auteurs français* (Masson et Cie., Paris).

FRENCH 4. Four hours. Text: Schinz, Robert, Giroud, *Nouvelle anthologie française* (Harcourt, Brace). Readings from standard French authors, Racine, Molière, Voltaire, Balzac, Flaubert, etc.

FRENCH S. Two hours. For students who have credit for three years of French but whose programs do not permit a four-hour course. Texts: Picard & Black, *Manuel de conversation française* (D. C. Heath). Gibson, *Causeries*, (Henry Holt).

PHILLIPS ACADEMY

FRENCH 5C. Two hours. An advanced conversational course.

FRENCH 5L. Two hours. An outline of French literature. Lectures and reading.

Note: French 5C and 5L taken together constitute a major course. Successful completion of French 4 is a prerequisite.

*GERMAN

The German Department offers a five-year course with the following objectives: (1) a sound grammatical foundation, (2) reading fluency, and (3) the ability to speak and write the language correctly. In addition, the course is intended to stimulate the students' interest in the life and customs of the German people and in German literature and art.

From the beginning of the first year, German is gradually introduced as classroom language, and is used exclusively after the second year.

The department offers an accelerated course for students who have proved to be exceptionally able in German 1. Such students may enter German 4 after successful completion of German 2X and receive four units of credit after three years.

GERMAN 1. Five hours. Mastery of the fundamentals of grammar, accurate pronunciation, and a basic vocabulary are the goals. The texts used are selected to increase the students' reading ability and to stimulate their interest in German as a living language.

GERMAN 2. Five hours. The aims of the course are an increased vocabulary and advanced speaking and reading ability. Two short novels and a collection of short stories serve as an introduction to modern German prose and everyday language. A thorough review of the grammar and exercises in composition are continued throughout the year.

GERMAN 1-2. Six hours. The course is designed for qualified seniors only who wish to complete in one year the material covered in German 1 and 2. It follows approximately the outline of those two courses.

GERMAN 2X. Five hours. An accelerated course for qualified students, covering material of both German 2 and German 3. Successful completion enables a student to enter German 4 but gives only the same unit credit as German 2.

GERMAN 3. Four hours. The first term is devoted chiefly to the reading of a modern German play, Zuckmayer's *Des Teufels General*, and to the study of grammar and rhetoric, for which the text is Neuse's *Deutscher Sprachgebrauch*. In the second term the class studies German poetry and makes a brief study of German newspaper style. Each student gives many short talks in German. The third term is used for the study of German prose by such authors as Stifter, Mann, Rilke, and Hess. A thorough analysis of German literary style is made.

*See footnote on page 73.

PHILLIPS ACADEMY

The text is Fleissner and Fleissner, *Die Kunst der Prosa*. Outside reading is required in each term. Classes are conducted in German.

GERMAN 4. Four hours. The course serves as an introduction to German culture from the Middle Ages to our time, with emphasis on the 19th and 20th centuries. It is based on various selections of German poetry and prose, e.g. Goethe, *Urfaust*; Kleist, *Der zerbrochene Krug*; Eichendorff, *Aus dem Leben eines Taugenichts*; Büchner, *Woyzeck*; Storm, *Der Schimmelreiter*; Hauptmann, *Bahnwärter Thiel*; Zweig, *Angst*; Mann, *Tonio Kröger*. Extensive use is made of recorded music and reproductions of German art. Classes are conducted in German. Outside reading is required.

GERMAN 5. Four hours. The literary works read in the course serve as a means of understanding the origins of contemporary Germany. First term: Goethe and his age. Second term: 19th century, romanticists and realists. Third term: trends of the 20th century.

GERMAN S. Two hours. For qualified students of the senior class who wish to continue German as a minor subject, the course is designed as a means of keeping in contact with the language. Contents vary according to the needs of the students.

GREEK (See *The Classics*)

HISTORY

The courses in History have two purposes. They are arranged to provide information in company with other subjects of study. They are developed consecutively to give increasing experience in precision of thinking and to train students in logical expression of what they know. During the first two years, the system defers to the immaturity of the students, stressing the narrative and pictorial; it moves towards the analytical and abstract only in the Upper and Senior years. The first-year course relies upon textbooks for students. Subsequent courses use both individual and reference texts and historical works of maturity. All courses use materials in the Art Gallery and the Library.

HISTORY 1. GREECE, ROME, AND MEDIAEVAL EUROPE. Three hours. The course is designed to introduce the students to the study of history, the sources, origins, and early development of Western civilization. It commences with the well-springs of our civilization, Egypt, Palestine and Crete, emphasizing variously the fields of politics, art, literature, religion and geography as they may successfully appeal to Juniors. Particular attention is paid in the first term to methods of study to help the boys adapt themselves to a new school, to new and higher standards of workmanship. Emphasis is placed on note-taking and writing.

By the middle of the Fall Term the boy should be able to handle the mechanics of study. He can now give more attention to the main theme of the year, the study of Greek and Roman history. Political affairs are studied essentially as a foundation for many of the achievements of the times, and as a contrast to

PHILLIPS ACADEMY

and in comparison with the present. The major interests of the course are the cultural influences of the Greeks and Romans, the spread of Greek thought and ideas by the Macedonians, Rome's contribution in bringing Hellenistic culture to Mediaeval Europe, and Mediaeval Europe.

Throughout the course the student widens his mental horizons and is made aware of today's heritage from the classical past.

HISTORY 2. CIVILIZATION OF EUROPE: RISE AND DEVELOPMENT. Four hours. The students are here introduced to the history of Western Europe, from the end of Roman domination through the nineteenth century.

Students examine the development of European peoples as they grow from tribal units into nations; they trace economic changes from feudal society to the beginnings of capitalism; they become acquainted with such contributions to culture and politics as the Church, the Reformation, and nationalism; and they begin to understand the development and conduct of international affairs.

It is one purpose of the course to teach students a sense of continuity in European political, social, and economic institutions, so that the boy will appreciate his heritage from the past, and begin to develop a capacity to reason and to relate the past with the present.

A work book is specially prepared for the course, and the student learns to take adequate notes. The course is based on one text, with additional use of reference works in the library. Visual aids dramatize significant events; historical novels supplement textbook reading for those interested.

HISTORY 3. ENGLAND AND THE BRITISH EMPIRE. Four hours. The study of British affairs is the main theme of the course because the history of Great Britain provides the background for an understanding of many present national and international issues.

The purpose of this year's work is to introduce the student to mature examination of historical problems and evidence. The basis of study is a work-book designed to train the student to use several reference texts and the facilities of the Library. He is taught to make concise notes from specific references, encouraged to participate in class discussion, to draw conclusions from facts and events, and to develop a sense of perspective. To these ends the course is organized topically, each topic a unit of work that develops a main issue.

The student examines such topics as the 17th century struggle for personal liberty in England, the use of money and banking in modern society, the establishment and loss of Britain's mercantile empire in North America, the influence of industrialization upon domestic and foreign affairs, and the recurring examples of balance of power in international politics. Although approached primarily through the history of Great Britain, the topics are the universal political and economic issues of security for the individual and the nation, the problems of empire, national independence, and attempts at the maintenance of peace.

HISTORY 4. THE UNITED STATES. Five hours. This final course opens with the American Revolution and proceeds through the transition from Confederation into Federal Union, from conflict and division to reunion, and the growth of the United States as a world power. It closes with events of the present time. It surveys the westward movement, the plantation system, the development of

PHILLIPS ACADEMY

industry, the labor movement, and the foreign policy of the American government.

Although public affairs are the central theme, stress is placed upon geographical, economic, social, and governmental problems; the careers of eminent men are examined in relation to these problems. Much attention is given to historical decisions of the Supreme Court. Matters of literary, intellectual, religious, and philosophical import are indicated but not stressed.

CONTEMPORARY AFFAIRS. Two hours. An elective course for Seniors on significant current national and international issues. The material includes the historical background of immediate outstanding problems, recent policies of the Great Powers, analysis of the operation of the balance of power, critical examination of the methods and objectives of Russian policy, and discussion of the various pressure areas in world affairs. Various texts are critically studied, including appropriate Headline Books of the Foreign Policy Association, Hessler's *Operation Survival*, Walter Bedell Smith's *My Three Years in Moscow*, Leland Stowe's *Conquest By Terror*, Chester Bowles' *New Dimensions of Peace*, Theodore H. White's *Fire in the Ashes*. Students are expected to read in current periodicals and to participate in discussions. Each student will write one major paper on a selected subject.

LATIN (See *The Classics*)

MATHEMATICS

MATHEMATICS 1B — First Year Algebra. Five hours. The course provides an intensive study of the procedures of elementary algebra through the solution of quadratic equations. Texts: Shute, Kline, Shirk, and Willson's *Elementary Algebra* (American Book); Sanborn, Nason and Sides' *First Year Exercises in Algebra with Reviews and Examinations* (Phillips Academy, Andover).

MATHEMATICS 1A — First Year Algebra. Five hours. The prerequisite of the course is an elementary knowledge of algebra through the solution of simultaneous linear equations of two unknowns. The texts are those used in Mathematics 1B.

MATHEMATICS 1-2. Two Years of Algebra. Five hours. For able students who normally would be candidates for first year algebra but who on the basis of satisfactory records and admission examinations are permitted to enter a section which in one year completes both Mathematics 1 and Mathematics 2. Texts: Mergendahl and Walter's *Intermediate Algebra* (Appleton-Century); Tower and Sides' *Reviews and Examinations in Algebra* (Heath).

MATHEMATICS 2—Second Year Algebra. Four hours. The course presumes thorough grounding in at least one year of algebra. A careful review is made of the topics covered in Mathematics 1A with applications to more difficult exercises and problems, followed by a study of intermediate algebra through logarithms and progressions as presented in Mergendahl and

PHILLIPS ACADEMY

Walters' *Intermediate Algebra* (Appleton-Century). Some work is done in elementary analytic geometry. Additional material is provided from Tower and Sides' *Reviews and Examinations in Algebra* (Heath).

MATHEMATICS 2X. Five hours. For the able student after completion of either Mathematics 1B or Mathematics 1A. The course progresses more rapidly than Mathematics 2 and, by the end of the Upper Middle year, completes Mathematics 2, Mathematics 3A and Mathematics 4. In the Upper Middle year the section is known as Mathematics 4X. Mathematics 2X is also open to selected students entering the school as Lower Middlers. Students who successfully complete both Mathematics 2X and Mathematics 4X are prepared to take Mathematics 5 or some other elective in their Senior year. The books used in this set of courses are those used in Mathematics 2, Mathematics 3A, and Mathematics 4.

MATHEMATICS 3A—Plane Geometry and review of Algebra. Five hours. This is the regular course in Mathematics 3, in which plane geometry is started and finished. The course is for students who have completed college entrance requirements in two years of elementary and intermediate algebra.

The course covers a program of study as presented in Wells and Hart's *Progressive Plane Geometry* (Heath). A comprehensive study of originals, numerical exercises, constructions, and loci is also provided in Tower and Sanborn's *Exercises in Plane Geometry* (Andover Press). An extension is made of the analytic geometry of the preceding year. The supplementary work in algebra is covered with the use of Tower and Sides' *Reviews and Examinations in Algebra* (Heath).

MATHEMATICS 3B—Second Year Algebra and review of Plane Geometry. Five hours. This is a course for incoming students who have completed college entrance requirements in plane geometry and who have done one year of work in algebra similar to Mathematics 1A or 1B. It includes a review of the topics of elementary algebra, a study of intermediate algebra through logarithms and progressions, and a review of the fundamentals of plane geometry.

The textbooks in use are Mergendahl and Walters' *Intermediate Algebra* (Appleton Century), Tower and Sides' *Reviews and Examinations in Algebra* (Heath), Shute-Shirk-Porter's *Plane Geometry* (American Book), and Tower and Sanborn's *Exercises in Plane Geometry* (Andover Press).

MATHEMATICS 4—Trigonometry, Solid Geometry, and Advanced Algebra, with some work in Modern Mathematics. Five hours. The prerequisite of the course is the satisfactory completion of one of the Mathematics 3 courses or its equivalent. The course includes the study of trigonometry, theory and use of logarithms, solid geometry, selected topics in advanced algebra, and introductory study in Modern Mathematics. The text books in use are Granville-Smith-Mikesh's *Plane Trigonometry and Tables* (Ginn), Hart's *Progressive Solid Geometry* (Heath), Edgerton and Carpenter's *Advanced Algebra* (Allyn and Bacon), and Smith-Fagan's *Mathematics Review Exercises, Third Edition* (Ginn).

MATHEMATICS 4X. Five hours. For details of this course, reference should be made to Mathematics 2X; Mathematics 4X is the succeeding course.

PHILLIPS ACADEMY

Completion of the course meets the college requirements for two units of credit in elementary and intermediate algebra, one unit of credit in plane geometry and one unit of credit in advanced mathematics.

MATHEMATICS 5 — Analytic Geometry and Differential and Integral Calculus. Four hours. This course in analytic geometry and the calculus corresponds to the mathematics of the freshman year in university and college. It is open to those who have completed the usual preparatory school courses in mathematics, and to others of unusual aptitude who can take such a course concurrently with Mathematics 4. The text used is *Calculus and Analytical Geometry* by Thomas (Addison-Wesley). Completion of the course affords the opportunity to qualify for advanced placement in college mathematics.

MATHEMATICS T—Plane Trigonometry. Two hours. An elective course restricted to Seniors and non-returning Upper Middlers who are unable to schedule Mathematics 4. The course is a thorough presentation of plane trigonometry. The text books in use are Granville-Smith-Mikesh's *Plane Trigonometry and Tables* (Ginn) and Smith-Fagan's *Mathematics Review Exercises, Third Edition* (Ginn). Completion of this course meets the college requirements for one-half unit of credit.

MECHANICAL DRAWING

Two hours. An engineering drafting course which includes the use of drawing instruments, lettering, geometric constructions, orthographic projection, isometric projection, intersection of surfaces, development of surfaces, sectioning, and working drawings. Especial stress is laid on a thorough mastering of the fundamentals. Students of exceptional ability are given an opportunity to do more advanced work or are given problems in keeping with the course to be pursued after entrance to college. The text in use is French and Vierck's *Engineering Drawing*—Eighth Edition (McGraw-Hill), supplemented by sound motion pictures and film strips.

MUSIC

CHORUS, CONCERT BAND, ORCHESTRA. Each of these is a minor course not requiring outside preparation but counting for two hours of academic credit. Each meets four periods a week, two afternoons at 4:13 and two evenings between 6:45 and 7:45. Upper Middlers may substitute any one of the three courses for the required Art and Music minor. With the approval of the Class Officers Committee, members of the other classes may elect any one of the three courses as a minor course, *in addition to* the minor course normally required in each year. Volunteers, not enrolled in the courses for credit, may join the evening sessions of such courses as an extracurricular activity.

INTRODUCTION TO MUSIC. Two hours. Counting as two hours a week, the course is ordinarily required for members of the Upper Middle Class, with the exception of those students who are permitted to take Music Appreciation, private instrumental or vocal lessons, Orchestra, Chorus, Concert Band, or

PHILLIPS ACADEMY

Studio Art. Lectures by the Music Department are alternated with and correlated as closely as possible with lectures by the Art Department. The purpose of the course is to acquire understanding and enjoyment of various forms of music and to provide a basis for making reasoned judgments in the visual field. Accordingly, the development of musical thought is studied in order to give the student an acquaintance with the strengths and weaknesses of all types of music, and to give him a greater understanding and enjoyment of serious music. The evolution of American music from folk music to today's symphonies is studied, as well as program music and symphonies of the romantic and classical schools. The subject matter is illustrated with recordings.

MUSIC APPRECIATION. Two hours. The course is basically a history of music with added consideration of the development of musical form and orchestration. Recordings are used extensively for study and classroom illustrations. Open to Seniors as an elective, and also to qualified Upper Middlers.

HARMONY. Two hours. The course equips the student with a knowledge of basic harmonic structure, and enables him to harmonize a melodic line in traditional four-part fashion. An ability to read music is prerequisite for the course.

PRIVATE INSTRUMENTAL AND VOCAL LESSONS. Two hours. Weekly instruction in keyboard, orchestral, and band instruments or in the voice may be counted as a two-hour course. One half hour of instruction is to be supplemented by four hours of practising. Lessons are offered to members of the school orchestra and band at a fee of one dollar a lesson. For advanced students arrangements are made for a teacher to come out from Boston. For piano and organ students there is a separate charge of \$115 per year for weekly half-hour lessons, and \$200 for weekly hour lessons. The charge for voice lessons is \$75 per year for weekly half-hour lessons. A staff of distinguished teachers is available for such instruction.

MUSIC MAJOR. Four hours, which may be gained by the combination of any two music courses, except that the Orchestra, Chorus, and Concert Band courses may not be so combined with each other.

BEGINNERS' BAND. Any student who wishes to learn to play a brass, woodwind, or percussion instrument will be loaned an instrument and may receive group instruction in the Beginners' Band, at no expense to the student. It is assumed that members of this group are interested in eventually joining the advanced Band groups.

NAVIGATION

Two hours. Open to students who are taking Mathematics 4, or who have had that course or its equivalent. The textbook used is Dutton's *Navigation and Nautical Astronomy* (1951 Edition). The course consists of a term's work in each of the fields of piloting, nautical astronomy, and celestial navigation. Emphasis is placed on the practical application to surface navigation. During the latter part of the year the opportunity to cruise is offered to members of the class.

PHILLIPS ACADEMY

PHILOSOPHY

Two hours. The course offers a fairly intensive study of a few central problems of metaphysics. The interdependence between metaphysical views and ethical and political attitudes is stressed, though the study of ethics and politics is not pursued so intensively as that of metaphysics. Much of the reading of the fall term is in Plato; thereafter, the chief text is Joad's *Guide to Philosophy and Metaphysics*. During the latter part of the spring term it is customary to study all, or part, of a book by a relatively recent or contemporary philosopher: for example, Santayana, Whitehead, Langer. The final assignment is a paper requiring the student to attempt a synthesis of his views on some of the chief problems explored in the course.

PHYSICS (See *Science*)

PUBLIC SPEAKING

Two hours. In the courses in English, oral reading and speaking form part of the work of the first two years.

In the Senior year an elective course provides training in the delivery of memorized selections, in expository speeches, and in debating and some parliamentary procedure. In the speeches emphasis is placed on worth of material, clearness of thinking, and on effectiveness of delivery. The text is *Basic Principles of Speech*, by Sarret & Foster (Houghton-Mifflin).

RELIGION

BIBLE 1. Two hours. The course traces the development of the most important religious concepts of the Old and New Testaments. It gives students an acquaintance with the finest passages of the Bible, the outstanding characters, the individual Books and their messages, and a sense of the progressive discovery and revelation of religious truth. The course is given to all members of the Lower Middle Class.

BIBLE 2. Two hours. No prerequisite. An elective course for Uppers and Seniors, who wish to make a more intensive study of the Old and New Testament Scriptures than that offered in the Lower Middle Year.

RELIGION. Four hours. An elective course for Seniors. It includes a term's study of some of the living religions of the world and their sacred writings. The second part of the course is devoted to a study of the New Testament. The third term's work includes study and discussion of the basic religious problems and some contemporary answers.

PHILLIPS ACADEMY

RUSSIAN

Two hours. An elementary course designed to acquaint students with the principal features of the Russian language through intensive exercises in pronunciation, reading, and writing. A Senior minor elective, but open only to able students with considerable background of foreign language study. Texts: Fayer & Pressman, *Bondar's Simplified Russian Method*, 7th edition (Pitman Co.); *Graded Russian Readers* (Heath).

SCIENCE

ELEMENTARY SCIENCE. Three hours. Designed to form an approach to the laboratory sciences which follow in the later years, and also to acquaint the student with information useful to any educated person, the course is based on a study of the earth. Most of the fall term is given to a survey of physical geology; this is followed by a study of the atmosphere from the points of view of biology, chemistry, and physics. The course ends with a consideration of the consequences of the shape and motions of the earth.

ANATOMY. Two hours. Anatomy is primarily a lecture course intended to interest and instruct the student in the structure and physiology of the human body, in the laws of inheritance, and in the principles of eugenics.

ANTHROPOLOGY. Two hours. An elective offered by the Robert S. Peabody Foundation for Archaeology, the course is intended to present a brief consideration of the pre-history of Man in the New World. It is composed of lectures and reading on ethnological and archaeological subjects. The course is a general survey of the Americas before the coming of the whites.

BIOLOGY. Four hours. The course in Biology covers the fundamental characteristics of living things; the nutrition, growth, and reproduction of plants and animals; the physiology and hygiene of the human body; the influence of bacteria and other plants, insects and other animals on man's welfare; and the principles of heredity and evolution.

The class meets four times a week, three times for recitations and once for a laboratory period, with separate sections for Lower Middlers and for upper-classmen. The work in the laboratory includes careful training in the use of the compound microscope and in the recording of observations made. The text is Moon, Mann, and Otto's *Modern Biology* (Henry Holt).

CHEMISTRY. Four hours. An introductory course that includes the systematic study of matter and the changes it undergoes. Special attention is given to modern theory. Emphasis is placed upon reasoning from general concepts instead of merely memorizing facts. The class meets three times weekly for lectures, demonstrations, or discussion, and once for a double period of laboratory work. Text: *Chemistry for Our Times*, by Weaver and Foster, and *Laboratory Introduction to Chemistry*, by Weaver.

PHILLIPS ACADEMY

CHEMISTRY X. Five hours. The course is open to a limited number of able students who have made high records in mathematics and physics. It is essentially the equivalent of a first-year college course that does not include qualitative analysis. Success on a special examination set by the College Entrance Examination Board will lead to advanced placement in college Chemistry at many colleges and, in some cases, to credit towards the college degree. Text: *General College Chemistry*, by Scarlett and Gomez-Ibanez. Laboratory Manual by Malm and Frantz.

CHEMISTRY S. Two hours. One period a week is for recitation and discussion of review and advanced topics; the other is a double period for laboratory work. The course is for students who have completed the standard course with good grades. Like Chemistry X it prepares for the College Entrance Examination Board examination for advanced standing in college chemistry. Text: *College Chemistry*, by Pauling.

PHYSICS. Four hours. The course completes the requirements for entrance to college and prepares the student for further work in this or related fields. The textbook used is Brown and Schwachtgen's *Physics, The Story of Energy* (D. C. Heath). By means of lectures, recitations, experimental demonstrations, and the solution of numerical problems, the student is taught not only the fundamental principles of physics, but also the elements of scientific method. Reference is made where possible to the implications and effect on current thought of recent advances. In the laboratory about thirty quantitative experiments are performed, for training in manipulative techniques and also to illuminate the methods of attack used in scientific investigation. The use of the slide rule is taught and required.

PHYSICS X (To be offered first in 1958-59). Five hours. An honors course open, upon invitation of the department, to a small group of Seniors who are concurrently taking Mathematics 5 and who have not previously studied elementary physics. A previous course in chemistry, though not required, is advisable. Lectures, recitations, and laboratory work will be planned to prepare students to pass the Advanced Placement Examination in Physics of the College Entrance Examination Board.

PHYSICS S. Two hours. Open to Seniors who have completed a year of Physics. The course, during the fall and winter terms, consists of a review of elementary physics but new work, particularly in mechanics, is taken up as the review progresses. During the spring term the work is entirely new and covers various aspects of atomic physics, such as a treatment of the fundamental particles of matter by means of a study of the mechanics of gases, as well as a study of the fundamental particles of electricity. There is a brief discussion of the quantum theory if time allows.

HONORS PHYSICAL SCIENCE 1 AND 2. Five hours each year. A two-year sequence open, upon invitation of the instructor, to a small group of Upper Middlers who will complete Mathematics 5 before graduation and who have demonstrated unusual capacity in science or mathematics. The subject matter

PHILLIPS ACADEMY

will include chemistry and physics, both of them carried well beyond the elementary level in text and laboratory work. It is expected that the ablest students in the sequence will be prepared to pass both the physics and chemistry Advanced Placement Examinations of the College Entrance Examination Board.

Honors Physical Science 1 will fulfill the diploma requirement in laboratory science for students who find it inadvisable for any reason to continue to Honors Science 2.

SOCIAL PROBLEMS

Two hours. An elective for Seniors, the course is a study of a number of basic social problems confronting any organized society, with attention given to certain important contemporary social movements. The approach is predominantly an ethical one, attempting mainly to set forth the issues confronting our age.

*SPANISH

The Department of Spanish offers a continuous course, covering five years, in which the emphasis is laid upon fluency and clarity of oral expression and an ability to read and write the language with understanding and appreciation.

Students who at the end of their first term of Spanish 1 show above average aptitude for the language are placed in special sections. These meet no more often than the regular sections and have the same length assignments but move ahead more rapidly and receive credit for four units of Spanish at the end of three years.

SPANISH 1. Five hours. The beginning course gives an adequate grammatical background and gradually abandons the mother tongue as the year progresses. The students are trained to express themselves in simple, idiomatic Spanish. The texts are *Spanish for Conversation* by Leslie (Ginn) and *Cuentos y Risas*, by Leslie (Oxford), with additional reading at appropriate levels.

SPANISH 1-2. Six hours. The course is designed for qualified seniors who wish to complete in one year the material covered in Spanish 1 and 2. The basic texts are *Everyday Spanish* by Picazo de Murray (Mexico City College Press), *Repaso* by D. Walsh (Norton), and *Cuentos Americanos* edited by D. Walsh (Norton).

*In choosing a modern foreign language the student should bear in mind not only his college's requirements for admission but also the use he will make of the language in college. Some colleges require a certain amount of French or German, completed in school or college or both, for the bachelor's degree; and these languages are needed in some college and graduate courses. For advanced degrees French or German or both are usually required.

PHILLIPS ACADEMY

SPANISH 2. Five hours. A continuation course, placing more emphasis on reading and vocabulary building, including the use of synonyms and antonyms. Oral drill is stressed with emphasis on extemporaneous speaking. *Un Viaje por España* by Crawford (Holt) is used together with such readers as *Cuentos Americanos* edited by D. Walsh (Norton) and *Vida y Hazañas de Juan Belmonte, Torero*, edited by Bourland and Helman (Norton).

SPANISH 2X. Five hours. Open to students who have completed Spanish 1 with high honors. It covers the material of Spanish 2 and Spanish 3. Successful completion enables a student to enter Spanish 4 but gives only the same unit credit as Spanish 2.

SPANISH 3. Four hours. An advanced course which continues to develop oral and aural skills as well as practice in written composition. The courses are conducted in Spanish. The main texts, supplemented by additional readings, are *Repaso* by D. Walsh (Norton); *Pensativa* by Goytortúa (Appleton-Century-Crofts); and *Cuentos Criollos* edited by G. Walsh (Heath).

SPANISH 4. Four hours. The course aims to develop an appreciation of Spanish culture through the centuries in the entire Hispanic world. It presupposes a rather extensive knowledge of grammar and vocabulary and a fairly fluent conversational ability. Constant use of the Spanish language in the classroom discussions and written assignments is required. Frequent reference is made to all available types of illustrative material or "realia." The basic text is del Rio's *Del Soler Hispánico* (Dryden) for cultural and historical background, as well as grammatical review. Among the literary works read in the course are J. C. Browne's *Stories of the Spanish-Speaking World* (Ginn and Co.) and *La Barraca* by Blasco-Ibáñez (MacMillan), as well as selections from the masterpieces of Spanish literature to be found in such anthologies as *Representative Spanish Authors* edited by Pattison (Oxford).

SPANISH 5. Two hours. For students who have had four years of Spanish or its equivalent. The course, conducted entirely in Spanish, concentrates upon a particular period of Spanish literature, such as *Don Quijote de la Mancha*, the Golden Age Drama, Romanticism, the Novel, etc. Outside reading is required.

SPANISH S. Two hours. A minor course open chiefly to seniors who have had three years of Spanish. It is designed to keep them in contact with the language before they continue its study in college and is conducted entirely in Spanish.

PHILLIPS ACADEMY

PRIZES

The following prizes are open for competition in each academic year. Unless otherwise indicated, awards may be made in cash or in the value of the amounts listed.

ENGLISH

DRAPER PRIZES. For declamation. Open to members of English 3, 4, and 5. \$25, \$20, and \$15. Established (1878) by Warren F. Draper, Class of 1843, (sustained since 1867). Awarded 1957 to (1) Stephen Michael Rossen, (2) David Arthur Cathcart, (3) Norman Henry Munn.

MEANS PRIZES. For declamation of original essays. Open to members of English 3, 4, and 5. \$25, \$20, and \$15. Established (1879) by William G. Means, of Andover, (sustained since 1868). Awarded 1957 to (1) Lewis Girdler, (2) William Wallace Sterling, (3) Robert Choate Darnton.

ROBINSON PRIZES. For debating between a team of the Philomathean Society and one chosen from the rest of the school, or between two teams chosen by the Philomathean Society. \$70 to the winning team. Established (1910) by Henry S. Robinson, of Andover, (sustained since 1896). Divided equally 1957 among Samuel Bassett Abbott, Klaus Dieter Kertess, Peter Andrew Bienstock.

SCHWEPPE PRIZES. An examination on a literary subject. Open to Senior and Upper Middle Classes. \$30 and \$20. Sustained by the late Charles H. Schweppe, Class of 1898, from 1912 to 1941; since then by his daughter, Jean Schweppe Armour, and his son, John S. Schweppe. Awarded 1957 to (1) Robert Choate Darnton (2) David Arthur Cathcart.

GOODHUE PRIZES. In English literature and composition, including the more practical topics of elementary rhetoric. Open to Senior and Upper Middle Classes. \$30 and \$20. Established (1936) by the family of Francis A. Goodhue, of Andover, in memory of his devotion to Phillips Academy, (sustained since 1916). Awarded 1957 to (1) William Crawford Weedon, (2) George McClelland Whitesides.

CLOUGH PRIZES. For an essay by a Senior on an assigned literary subject. \$40. Established (1923) by friends of Charles C. Clough, Class of 1906, in memory of his interest in literary studies and his devotion to Phillips Academy. Awarded 1957 to David Lloyd Catron.

LANGLEY PRIZE. For an essay on Charles Dickens, open to the entire school. \$15. Established (1927) by Stephen S. Langley, Class of 1863. Awarded 1957 to Frank Seaver Hewitt.

LEONARD PRIZES. For declamation of original essays. Three prizes of books. Open only to Juniors and Lower Middlers. Sustained (1942-1957) by the Department of English, in memory of the late Arthur W. Leonard, former Head of the English Department. Established (1957) by *The Phillippian*. Awarded 1957 to (1) Richard Goodyear, (2) Allan Cook Weaver, (3) Laird Kenneth Smith.

CARR PRIZES. For skill in oral English. \$16, \$12, \$8, and \$4. Open only to Juniors and Lower Middlers. Sustained (since 1943) by Donald Eaton Carr,

PHILLIPS ACADEMY

Class of 1922. Awarded 1957 to (1) George P. Smith, (2) Jon Landers Bunce, (3) Patrick William Cary-Barnard, (4) Richard Rand Ross.

BURNS PRIZES. For an original poem. Three prizes of \$20 each to be awarded to one boy in each of the three upper classes. Established (1944) by Mrs. John P. O'Rourke in memory of her son, Lieutenant Charles Snow Burns, Class of 1941. Awarded 1957 to Gordon Cross Fitch, David Michael Levin.

SUMNER R. KATES PRIZE. For an essay in American Literature. \$50. Sustained (since 1950) by Sumner R. Kates, Class of 1938. Awarded 1957 to Philip Craig Olsson.

CLASSICAL LANGUAGES

COOK PRIZES. In Greek. Examination in Homer, including translation at sight and questions on grammar and antiquities suggested by the passage set. \$30, \$15, and \$10. Established (1879) by Joseph Cook, LL.D., Class of 1857. Awarded 1957 to (1) Clive Frank Foss, (2) Otto Martin Buerger, III, (3) Daniel Webster.

DOVE PRIZES. In Latin. Open to Seniors or members of Latin 4. \$30, \$20, and \$10. Established (1915) by George W. W. Dove, Class of 1853 (sustained since 1880). Awarded 1957 to (1) Clive Frank Foss, (2) Otto Martin Buerger, III, (3) Philip Craig Olsson.

VALPEY PRIZES. In Latin composition. \$20. In Greek composition. \$20. Open to the Upper Middle Class. Established (1896) by Rev. Thomas G. Valpey, Class of 1854. Awarded 1957 in Latin to Douglas Small Liebhafsky. Honorable Mention: Dane Farnsworth Smith, Jr. Awarded 1957 in Greek to Douglas Small Liebhafsky.

DEPARTMENT PRIZES. For excellence in Latin translation, composition, and recitation. Sustained from the Winthrop Fund.

Open to students in Latin 3. For translation. \$10 and \$5. Awarded 1957 to (1) James McClure Stuart, (2) Dane Farnsworth Smith, Jr. Honorable Mention: George Pearson Smith. For recitation from memory of poetry or prose. \$10. Awarded 1957 to James McClure Stuart.

Open to students in Latin 2. Translation and composition. \$10 and \$5. Awarded 1957 to (1) Ronald Lewis Meyer, (2) Robert Anthony Rosati. Honorable Mention: Maynard Joy Toll, Jr. For recitation from memory of poetry or prose, \$10. Awarded 1957 to Ronald Lewis Meyer.

Open to students in Latin 1. For recitation from memory of poetry or prose. \$10. Awarded 1957 to Steven Michael Dingilian.

JOHNSON PRIZE. In Greek composition. \$10. Established (1932) by Alfred Johnson, Class of 1890, in memory of the Reverend Alfred Johnson, a graduate of Dartmouth College, Class of 1875, (sustained since 1924). No award 1957.

WEIR PRIZE. In New Testament Greek. \$70. Established (1928) by Rev. William N. Weir, Class of 1895. Awarded 1957 to Otto Martin Buerger, III.

BENNER PRIZE. For excellence in first-year Greek. \$25. Established (1950), sustained (since 1939) by the Rogers Associates, Inc., in honor of Allen Rogers Benner, Class of 1888, for forty-six years Professor of Greek in Phillips Academy. Awarded 1957 to Douglas Small Liebhafsky.

CATLIN PRIZE. \$1000. Awarded annually, regardless of need, to a member of the Upper Middle Class of outstanding scholarship and deportment, who, on completion of Greek 2 or Latin 3 at Phillips Academy, shall include in his

PHILLIPS ACADEMY

Senior program a major course in Greek or Latin. Established (1944) by the late George H. Catlin of the Class of 1863. Awarded 1957 to Otto Martin Buerger, III.

GERMAN

STEVENSON PRIZE. In German composition, oral and written. \$15. Open to the Senior and Upper Middle Classes. Established (1904) by Robert Stevenson, Jr., Class of 1896, in memory of his father. Awarded 1957 to Michael Sean Mahoney.

FRENCH

TAYLOR PRIZE. In French conversation and composition. A selection of French books. Established in part (1909) by a member of the Class of 1868 in memory of Frederick Holkins Taylor of that class, son of Professor John L. Taylor, treasurer of Phillips Academy, 1852-1868. Awarded 1957 to Michael Anthony Slote.

DEPARTMENT PRIZES. For aural ability. First and second prizes in books awarded to those students in their first and second year of French who get the highest marks on a special examination to test aural comprehension. Sustained (since 1945) by an anonymous donor. Awarded 1957 in French 1 to (1) Michael Stephen Drooker, (2) Willard Tillman Patrick, Jr. Awarded 1957 in French 2 to (1) Frank Seaver Hewitt, (2) David Artman Othmer.

ANTHONY D. GRAVES PRIZE. For beginning French students. \$25. Awarded annually to the student whose application and effort result in the greatest over-all improvement during his first year's study of French. Established 1954 by Mrs. Charles F. Pease in memory of her father. Awarded 1957 to Laurence Joseph Gillis.

FORBUSH PRIZE. In French III. A book. Established (1955) by students and friends of Guy Johnson Forbush, instructor in French at Phillips Academy 1917-1920, 1924-1955. Awarded 1957 to Clyde Morgan Edwards Dolan.

FRENCH CLUB PRIZE SPEAKING COMPETITION. Sustained since 1955 by the French Club. For excellence in declamation of French literature. Open to students entering from French 1, French 2, and advanced sections. Three prizes of \$10 each. No award 1957.

SPANISH

HAYDEN PRIZE. Awarded to that member of the first-year Spanish course who, in the opinion of the faculty, has made the greatest progress in Oral Spanish. \$35. Established (1945) by Mr. and Mrs. Howard P. Hayden of Santiago, Chile. Awarded 1957 to David George Epstein. Honorable Mention: William Russell Ziegler.

HISTORY

LAUDER PRIZES. In History of England and the British Empire. \$25, \$15, and books. Competitive examination. Established (1916), sustained (since 1913), by George Lauder in memory of his son, George Lauder, Jr., Class of 1897. Awarded 1957 to (1) John Wilson Bradford, (2) Peter Andrew Bienstock.

HAYMOND PRIZES. In American History. \$50. Awarded to an undergraduate taking the course in History of the United States for an essay on the Consti-

PHILLIPS ACADEMY

tution of the United States. Second and third prizes of \$25 and \$10 respectively were added in 1946. Established (1942) by Frank C. Haymond, in honor of his sons, William Stanley Haymond, 2nd, Class of 1942 and Thomas Arnette Haymond, Class of 1943. Awarded 1957 to (1) Harold Carleton Sox, Jr. (2) Peter Hamilton Ward, (3) William Sumner Babcock.

MARSHALL S. KATES PRIZE. In American History. \$50. Awarded to an undergraduate taking the course in History of the United States for an essay on a topic in the field of American History. Established (1952) by Marshall S. Kates, Class of 1939. Awarded 1957 to James Halsey Bell.

GRACE PRIZES. In American History. \$75, \$45, and \$40. For an essay on the Bill of Rights or other historical topic related to our heritage of human liberty. Established (1952) by Oliver R. Grace, Class of 1926, in memory of his father, Morgan H. Grace. Awarded 1957 to (1) John Holcombe McCullough Austin, (2) Michael John Connell, (3) Divided between Henry Reid Bourne, Jr., and Miles Stevens Pendleton.

WEBSTER PRIZES. In Ancient History, European History, and Contemporary Affairs. Established 1957 (sustained since 1955) by Dean Kingman Webster, Class of 1915. \$125 in money and books. Competition for the prizes is open to all students taking the courses, on the basis of competitive examinations or proficiency in current work, at the discretion of the department. Awarded 1957 in Ancient History to (1) Trevor Arnold Cushman, III, (2) Alexander Angus McDonnell, 3d. In European History to (1) David George Epstein, (2) Michael Ashton Burlingame. In Contemporary Affairs to Rostislav Romanoff.

MATHEMATICS

CONVERS PRIZES. In Plane Geometry. Awarded on the basis of an examination in Plane Geometry covering analysis on the originals, numericals, loci, and constructions. \$100, \$75, \$50, \$25, \$10, and books. Established (1898) by E. B. Convers, Class of 1857, and extended in 1951 by the former prize men. Awarded 1957 to (1) William Henry Weihofen, (2) Carlos Martin Pereira, (3) John Odell Ledyard, (4) John Robert Cooper, (5) Richard Sargent Shirley.

EATON PRIZE. In Algebra. To that member of the Junior Class outstanding for proficiency in first-year Algebra. \$20. Sustained (since 1938) by Thaxter Eaton, Class of 1904, in memory of his father, George T. Eaton, Class of 1873, for fifty years Instructor in Mathematics. Established (1957). Awarded 1957 to Willard Tillman Patrick, Jr.

MCCURDY PRIZES. In Trigonometry and Solid Geometry. For Seniors. Awarded on the basis of classroom work and an examination. \$35 and \$25. Established (1940) by the family of the late Matthew S. McCurdy in memory of his connection with Phillips Academy as Instructor in Mathematics from 1873 to 1921. Awarded 1957 to (1) John Holcombe McCullough Austin, (2) Ronald James Campbell.

BAILEY PRIZE. In Lower Middle Mathematics. \$35. Awarded on the basis of an examination at the close of the year. Established (1946) by Edward Bailey Crichton, Class of 1946, in memory of his grandfather, Edward Bailey, Class of 1878. Awarded 1957 to William Gardner Brown.

TOWER PRIZE. For excellence in Analytic Geometry and the Calculus. A specially bound book in the field of mathematics. Sustained (since 1954) by

PHILLIPS ACADEMY

John W. Dixon of the Class of 1924, in recognition of Oswald Tower, instructor in mathematics at Phillips Academy 1910-1949. Awarded 1957 to Michael Sean Mahoney.

WATT PRIZES. In Elementary and Intermediate Algebra, Plane and Solid Geometry, Plane Trigonometry and Advanced Algebra. For Seniors. Awarded on the basis of a comprehensive examination covering the analytical work of secondary school mathematics. \$125, \$75, \$25, and books. Established (1954) by J. Lester Parsons with the cooperation of William C. Ridgway, Jr., Class of 1925, and William C. Ridgway, 3d, Class of 1953, in memory of Frederick Ellsworth Watt, an instructor at Phillips Academy from 1933 to 1951. Awarded 1957 to (1) Philip Craig Olsson, (2) John Holcombe McCullough Austin, (3) Michael Sean Mahoney.

SCIENCES

WADSWORTH PRIZE. In Physics. To the student holding the highest rank in Physics for the year. \$30. Established (1953), and sustained (since 1900) by William S. Wadsworth, M.D., Class of 1887. Awarded 1957 to Frederick David Trickey.

DEPARTMENT PRIZE. To that boy taking elementary physics who receives the highest grade on a prize examination. A book. Sustained (since 1955) by an anonymous donor. Awarded 1957 to Frederick David Trickey.

DALTON PRIZE. In Chemistry. To the student holding the highest rank in Chemistry for the year. \$65. Established (1915) by Frederick Goodrich Crane, of Dalton, Massachusetts, Class of 1884, trustee of Phillips Academy, 1912-1923. Awarded 1957 to Thomas Milton Terry.

MARSH PRIZE. In Biology. To a student in the school who has been outstanding in interest and attainment in the Biological Sciences. A book. Sustained (1936-1949) by the Headmaster and (since 1950) by an anonymous donor in memory of Othniel C. Marsh, Class of 1851, one of the great paleontologists of his day. \$20. Awarded 1957 to Thomas Anderson Standish, 3d.

GRAHAM PRIZE. In Science. To that member of the graduating class attaining the highest average grade in ten hours of the Natural Sciences studied while at Phillips Academy. \$935. Established (1945) by the late James C. Graham, instructor in Science at Phillips Academy, 1892-1937. Awarded 1957 to George McClelland Whitesides.

WADSWORTH PRIZE. In Biology. To the student holding the highest rank in Biology for the year. \$30. Established (1953) by William S. Wadsworth, M.D. Class of 1887. Awarded 1957 to David Lee Page.

BAUSCH & LOMB HONORARY SCIENCE AWARD MEDAL. For exceptional progress in science studies. Awarded 1957 to Carlos Martin Pereira.

MUSIC

CUTTER PRIZE. For proficiency in orchestral, especially stringed, instruments. \$35, \$20. Established (1925) by Rev. C. F. Cutter, Class of 1871, in memory of his father, Charles Cutter, Class of 1840. Awarded 1957 to (1) John Holcombe McCullough Austin, (2) Eric Richard Myrvaagnes.

POYNTER PRIZE. For that member of the Phillips Academy Choir who, in the judgment of the Choirmaster, has been the most useful member of that

PHILLIPS ACADEMY

organization. \$30. Established (1943) in memory of Edward Pitkin Poynter of the Class of 1940, who gave his life for his country in the aviation service on July 15, 1943. Divided 1957 between Stephen Fuller Larrabee and Brian Pendleton.

JONES PRIZE. For that member of the Phillips Academy Orchestra who, in the judgment of the Director of Music, has been the most useful member of that organization, \$25. Established (1945) by Edward T. Jones in memory of his son, Ainsworth B. Jones, of the Class of 1939, who gave his life for his country in the aviation service in July, 1943. Awarded 1957 to John Holcombe McCullough Austin.

COLLIER PRIZES. Awarded for proficiency in the playing of the piano. \$15, \$10. Established (1946) in memory of Milton Collier by Mrs. Milton Collier and I. Alfred Levy. Awarded 1957 to (1) Steven Michael Dingilian, (2) David Walbridge Kendall.

FULLER MUSIC PRIZE. A prize of \$500 contributed by Mr. Samuel L. Fuller, Class of 1894, to be awarded irrespective of scholarship grants to a musical student who has demonstrated high character and special musical aptitude. The recipient will assume responsibility for playing the carillon in the Memorial Tower after all chapel exercises during the school year and on such other occasions as may be directed by the Headmaster. Awarded 1957 to Frederick Adolph Prah, III.

BAND PRIZE. For that member of the Phillips Academy Band who, in the judgment of the Director of Music, has been the most useful member of that organization. \$25. Sustained (since 1953) by the Department of Music. Awarded 1957 to Eric Myrvaagnes.

ART

MORSE PRIZE. To the student who best combines native creative ability with craftsmanship, as evidenced in a developed personal style. \$25. Sustained (from 1932) and established (1942) by Winslow Ames, Class of 1925, in honor of Samuel Finley Breese Morse, Class of 1805. Awarded 1957 to Maarten Henkes.

THOMPSON PRIZE. For improvement in drawing and painting. \$25. Established (1955) by Mrs. Frances Thompson Heely. Sustained (1933-1955) by Mrs. Augustus P. Thompson, in memory of Augustus Porter Thompson, 3rd, Class of 1928. Established (1957). Awarded 1957 to Peter Spelman Prentice.

ADDISON GALLERY ASSOCIATES PRIZE. For a student who has distinguished himself in art as well as in other activities. \$25. Sustained (since 1941) by the Addison Gallery Associates. Awarded 1957 to Thomas Berman Weisbuch.

JOHN ESTHER GALLERY PRIZE. To the student who has shown through his work the clearest understanding of art. \$25. Sustained (since 1943) by Mr. and Mrs. Patrick Morgan. Awarded 1957 to John Bruce Douglas.

OTHER PRIZES

AURELIAN HONOR SOCIETY PRIZE. To be awarded each year to that member of the graduating class who, in the opinion of the Faculty and his classmates, is outstanding in sterling character, high scholarship, and forceful leadership. Books. Established 1935. Awarded 1957 to William Wallace Sterling.

PHILLIPS ACADEMY

AYARS PRIZE. Awarded each year to a member of the Senior Class who, through worth, perseverance and seeking after excellence, has created for himself a position of respect and admiration in the school community. \$50. In memory of James Sterling Ayars, Jr., Class of 1949. Awarded 1956 to John Kemp Randolph and 1957 to David Arthur Cathcart.

BIERER PRIZE. To a student who is outstanding in character and personality. \$25. Sustained (since 1944) by Eugene S. Bierer, Class of 1943. Awarded 1957 to Lance Rue Odden.

BUTLER-THWING PRIZE. For the member of the Junior Class with highest marks in entrance examinations. \$30. Established (1918) by Capt. Francis Butler-Thwing, Class of 1900. Awarded 1957 to Jonathan Ingham.

BYER MEMORIAL. A book or books selected by the Headmaster and awarded to the winner of the Faculty Prize. Sustained (since 1948) by Mr. and Mrs. Leonard J. Byer in memory of their son, Chadwick Robert Byer, Class of 1938. Awarded 1957 to John Holcombe McCullough Austin.

FACULTY PRIZE. For the Senior graduating with the highest average in scholarship. \$100. Established (1923) by Sanford H. E. Freund, Class of 1897. Sustained (since 1912), and increased (1955) by his sister, Miss Camille E. Freund. Awarded 1957 to John Holcombe McCullough Austin.

FEDERATION OF HARVARD CLUBS PRIZE. For a member of the Upper Middle Class, preparing for college, to be recommended by the Headmaster and Faculty for high scholarship and character. A book. Awarded (since 1911) by the Harvard Club of Andover. Awarded 1957 to Thomas Engelhard Myers, Jr.

FULLER PRIZE. Awarded to that member of the Senior Class who, having been at Andover not less than two years, has best exemplified and upheld in his life and work at Andover the ideals and traditions of the school. A gold medal. Sustained (since 1912) by Samuel Lester Fuller, Class of 1894. Awarded 1957 to William Wallace Sterling.

HOCKEY PRIZE. To a member of the Hockey Team who is in good scholastic standing and who during his association with hockey at the school has contributed most to the sport and to the school by representing its ideals through sportsmanship, endeavor, and ability. A silver cup. Established (1954) by Sumner Smith, Class of 1908. Awarded 1957 to Stephen Bradway Ripley.

HOPKINS PRIZE. To be divided among those students who have received no demerit, absence, or tardy marks, excused or unexcused, during the year. Absence for reasons of illness, when an excuse is provided by the attending physician, does not prejudice a candidate's eligibility for this award. \$200. Established (1921) by Boetius H. Sullivan, Class of 1905, in memory of John P. Hopkins. Divided equally 1957 among 18 winners.

HOPPER PRIZE. To a student worker in the Commons who is outstanding in industry, cooperation, and unselfishness. \$100. Established (1953) by friends of Henry Hopper who, for thirty-eight years, served Phillips Academy with industry, cooperation, and unselfishness. Awarded 1957 to Jean Walden Missud, III.

IMPROVEMENT PRIZE. \$100. Awarded annually to that member of the Senior Class who has been a student at Andover for at least two years and who has shown the greatest development in character and scholarship. Given by a member of the Class of 1916. Awarded 1957 to Russell Newton Lewis.

PHILLIPS ACADEMY

KINGSBURY PRIZE. To a student of outstanding character, who, in the judgment of the Headmaster, is especially distinguished for perseverance and resolution. \$50. Sustained (since 1943) by Dr. and Mrs. John A. Kingsbury in memory of their son, John Adams Kingsbury, Jr., Class of 1934. Established (1957). Awarded 1957 to Charles Towler Grigsby.

LORD PRIZE. Awarded to the Senior who during his residence at Phillips Academy has displayed in his daily actions and personal contacts a genuinely fine character. A selection of books. Established (1946) by Mason Faulconer Lord, Class of 1944. Awarded 1957 to Henry Reid Bourne, Jr.

PHILLIPIAN PRIZE. For outstanding service rendered to the *Phillipian*. \$50. Established (1931) by James Q. Newton, Class of 1929, and Business Manager of the *Phillipian* during his senior year. Awarded 1957 to Gordon Cross Fitch.

SCHUBERT KEY. Awarded annually to a member of the Senior Class who has excelled in varsity athletics and who best has exemplified the qualities of sound character, cheerfulness, and good sportsmanship on the athletic field. A key. Established (1950), by the Eta Delta Phi Society in memory of Edmund John Schubert of the Physical Education Department. Awarded 1957 to Charles Kilburn Clark.

SCHWEPPE (RICHARD JEWETT) PRIZE. Awarded to a member of the senior class in recognition of an unusual spirit of cooperation and friendliness. \$50. Established (1946) by Mrs. Richard J. Schweppe in memory of her husband, Richard Jewett Schweppe, Class of 1896. Awarded 1957 to Kembster Blanchard Crawford.

SHERIDAN PRIZE. Awarded to that student who has contributed most to the intramural athletic program. A gold medal. Established (1956) by bequest of Fannie J. Sheridan, in memory of her grandson, Harold J. Sheridan, Jr., Class of 1943. Awarded 1957 to Andrew Edward Huber.

STEARNS PRIZE. Awarded annually in honor of Dr. Alfred E. Stearns, Class of 1890, Headmaster of Phillips Academy 1903-1933, to a student who, through conscientious effort, high ambition and courage, outstanding character and excellent deportment, has made Phillips Academy a better and more friendly place in which to live. \$100. Established (1951) by an anonymous donor. Awarded 1957 to Gerrit Medbury Keator.

SULLIVAN PRIZES. Four prizes, of \$200 each, awarded in the fall to those members of the Senior, Upper Middle, Lower Middle, and Junior Class who made the greatest improvement in scholarship during the previous school year. Established (1921) by Boetius H. Sullivan, Class of 1905, in memory of his father, Roger C. Sullivan. Awarded 1957 to Craig Delany Sawyer, class of 1956, Fred Cunningham Sorenson, William Palmer Hilliard, Jr., John Grey Montgomery.

VAN DUZER PRIZES. Two prizes of \$350 each, awarded as outlined below. Established (1928). Sustained (since 1912) in memory of Henry S. Van Duzer, Class of 1871. (a) **ANDOVER-HARVARD.** "The income is awarded annually on the basis of high scholarship to a member of the incoming Senior Class who is preparing for Harvard, the award to be announced at the close of the student's Upper Middle year on the basis of his record up to that time." Awarded 1956 to John Holcombe McCullough Austin. (b) **HARVARD-ANDOVER.** "The income is available for a graduate of Phillips Academy during his freshman year in Harvard College, the award, based on high scholarship, to be announced at the

PHILLIPS ACADEMY

close of the recipient's Senior year in the school." Awarded 1956 to Henry Johnson Irwin. 1957 awards to be announced.

WARREN PRIZE. "The income is awarded annually to that member of the Senior Class preparing to enter Amherst College who, on the basis of character and scholarship, is deemed most deserving of the award by the Faculty." \$50. Established (1925) by Frank Dale Warren, Jr., Class of 1915, in memory of his father, of the Class of 1879. Awarded 1957 to Peter Allan Broadbent.

WELLS PRIZE. A prize of \$50 to be awarded annually to the member of the Junior Class who has displayed the outstanding qualities of loyalty, perseverance, and sterling character which characterized the boy in whose memory this prize is given. Sustained (beginning in 1953) by Mr. and Mrs. J. Brent Wells in memory of their son, the late Anthony Peter Wells, admitted to the Class of 1956. Awarded 1957 to James Buda Turchik.

YALE BOWL. Awarded to that member of the Senior Class who has attained the highest proficiency in scholarship and athletics. Awarded 1957 to Michael Sean Mahoney.

NOTE—The dates given above are those of the years in which the several prizes, as sustained or established, were first awarded.

PHILLIPS ACADEMY

SCHOLARSHIPS

GENERAL SCHOLARSHIP FUNDS

Scholarships are provided by the Trustees from the income of the following funds:

HON. WILLIAM PHILLIPS (1795; 1804). Begun with a gift from Hon. William Phillips and increased by his bequest of \$4,000.	\$ 4,633.33
STUDENTS' EDUCATIONAL FUND, begun with a gift of one hundred dollars from the Senior Class of 1854. Since then increased by the accumulation of income and by other gifts, including one of \$1000 from Edward Taylor, treasurer 1868-1889.....	7,762.64
SAMUEL FARRAR (1865), treasurer of Phillips Academy from 1808 to 1840. (A part of this fund is for other purposes.).....	22,000.00
JANE AIKEN CLARKE (1870). James G. Clarke, Class of 1839, in memory of his mother.....	1,200.00
PETER SMITH BYERS (1878). John Byers, Class of 1848, in memory of his brother, of the Class of 1847. For boys from Andover.	500.00
CLASS OF 1878 (1878), Senior classical class.....	1,200.00
JONATHAN TAYLOR (1878). Edward Taylor, treasurer of Phillips Academy, 1868-1889, in memory of his father. For boys from Andover.....	1,000.00
HIRAM W. FRENCH (1879), Class of 1839.....	1,000.00
CAROLINE PARKER TAYLOR (1880). Mrs. Alpheus Hardy, in memory of the wife of Dr. Samuel H. Taylor, principal of Phillips Academy, 1838-1871.....	1,000.00
GERARD SUMNER WIGGIN (1882). Lady Elizabeth Sumner Buckley-Mathew Fleming, in memory of her son, of the Class of 1875	1,000.00
STONE EDUCATIONAL FUND (1882). Mrs. Valeria G. Stone of Malden.....	26,400.00
RICHARDS (1889). Mrs. Mary A. Richards, of Andover, in memory of her sons, Charles Thomas Richards, assistant in the treasurer's office, and Edward Stanley Richards, Class of 1875	1,450.14
WARREN F. DRAPER (1890), Class of 1843.....	1,000.00
CHARLES L. FLINT (1890), Class of 1845. Preference to boys from Middleton, Mass.....	5,000.00

PHILLIPS ACADEMY

HENRY P. HAVEN (1890). Trustees of Henry P. Haven estate, of New London, Conn.....	1,000.00
EMMA LANE SMYTH (1890). Gov. Frederick Smyth of New Hampshire, Class of 1839, in memory of his wife.....	1,000.00
JAMES AND PERSIS TAYLOR (1890). Mrs. Mary E. Fairbanks, sister of Dr. Samuel H. Taylor, in memory of her father and mother.....	1,000.00
JOSEPH DOWE (1892), Class of 1817.....	3,097.98
JAMES CALVIN TAYLOR (1895). Mrs. Mary E. Fairbanks, in memory of her brother, of the Class of 1840.....	1,000.00
MARY W. HOLBROOK (1900).....	500.00
CARTER (1906). Mrs. Ruby A. Carter, of Andover, in memory of her husband and daughter.....	1,500.00
HERMAN VERHOEFF HARTWELL (1907; 1926). Mr. and Mrs. Frank N. Hartwell, in memory of their son, of the Class of 1908.....	5,000.00
GEORGE RIPLEY (1908).....	2,500.00
T. AUGUSTUS HOLT (1909). For boys from Andover.....	26,003.24
JAMES HUNTINGTON (1910; 1931). The widow and daughter of James Huntington, Class of 1848.....	2,000.00
ALLAN MORSE PENFIELD (1913), Class of 1904.....	1,000.00
GEORGE B. KNAPP (1914). Katharine Knapp estate, in memory of her brother, trustee of Phillips Academy, 1899-1919.....	5,000.00
THOMAS A. EMERSON (1917). Rev. Thomas A. Emerson, Class of 1859, and Mrs. Emerson.....	2,000.00
HARRIET L. ERVING (1922). Miss Harriet L. Erving, of Andover, for thirty years assistant in the treasurer's office.....	1,500.00
SAMUEL M. EVANS (1922), Class of 1887. (A part of the fund is for other purposes.).....	2,000.00
FRANK BUTLER WALKER (1923). Mrs. Mary C. B. Walker, in memory of her son, of the Class of 1889.....	1,425.00
ABRAHAM B. COFFIN (1924), Class of 1852.....	2,000.00
AMASA J. WHITING (1927; 1955). Mrs. May C. W. Speare, in memory of her father.....	5,159.50
JAMES H. HASTE (1930; 1933-34; 1944), Class of 1894.....	241,074.18
HENRY WALDO GREENOUGH (1931; 1937), Class of 1889.....	2,000.00
MONCRIEFF M. COCHRAN (1932), Class of 1900.....	2,500.00
BANCROFT (1933). Cecil K. Bancroft, Class of 1887, Registrar 1906-1932, in memory of his father, Dr. Cecil F. P. Bancroft, eighth principal of Phillips Academy.....	2,000.00

PHILLIPS ACADEMY

OSGOOD JOHNSON (1937). Helen O. Sprague, in memory of her grandfather and father. For New England-born students.....	500.00
DAVID AND LUCY HAYWARD SHAW (1939). Preference to boys from Andover.....	10,000.00
SUMNER SMITH (1943). Class of 1908. Balance of income after Hockey Prize (see page 81).....	1,142.31
ARTHUR L. KERRIGAN (1945). Class of 1915.....	2,500.00
ABBOT STEVENS (1945; 1946). Class of 1907.....	20,000.00
CECIL K. BANCROFT (1946). Mary E. Bancroft, in memory of her brother, Cecil K. Bancroft, Class of 1887, registrar and instructor at Phillips Academy, 1906-1932.....	3,000.00
LEONARD A. HOCKSTADER (1946). Class of 1896.....	2,500.00
ROBERT D. MILLS (1947). Class of 1893.....	500.00
GEORGE F. ROBERTS (1948). Mary A. Roberts. For boys from Andover.....	2,000.00
NEWTON-HINMAN (1950). Ahlers Association in honor of Frederick E. Newton, '93, and George W. Hinman, '94, former instructors at Phillips Academy and faculty guardians of the PBX Society.....	22,243.17
RICHARD JEWETT SCHWEPPE MEMORIAL (1951; 1953; 1957). Mrs. Richard J. Schweppe, in memory of her husband, of the Class of 1896.....	20,846.91
Income now accumulating.	
AUV SOCIETY—JAMES C. GRAHAM MEMORIAL (1955). AUV Corporation, in memory of James C. Graham, instructor at Phillips Academy, 1892-1937.....	10,500.00
SOCIETY SCHOLARSHIPS. The following funds for scholarship purposes were established through the generosity of the Secret Societies at the time of their dissolution.	
AGC SOCIETY (1950). The Rogers Associates, Inc.....	24,461.94
Balance of income after the Benner Prize (see page 76)	
AUV SOCIETY (1950). AUV Corporation.....	35,000.00
EDP SOCIETY (1950). The Eta Delta Phi Society.....	5,000.00
Balance of income after the Schubert Key (see page 82).	
FLD SOCIETY (1950; 1956). The Davison Associates, Inc.....	18,115.14
KOA SOCIETY (1950). The Blodgett Association.....	35,176.17
PAE SOCIETY (1950). The Cooley Association.....	35,000.00
PBX SOCIETY (1950). (See Newton-Hinman, above.)	
PLS SOCIETY (1950). Phi Lambda Sigma Association.....	17,000.00

PHILLIPS ACADEMY

ANONYMOUS (1951).....	1,000.00
ISABEL C. MCKENZIE (1952). Mrs. Isabel C. McKenzie.....	25,000.00
HORACE MARTIN POYNTER (1955-1957). His wife, Elsie P. Poynter, and his sisters, Juliet J. Poynter and Harriet R. Poynter, in memory of Horace Martin Poynter, Class of 1896, instructor at Phillips Academy 1902-1945.....	19,153.22
Income partially subject to an annuity; balance now accumulating.	
G. LOUISE AND NELSON ROBINSON (1955; 1957). Bequest of Mrs. G. Louise Robinson de Dombrowski; and in memory of her uncle, Nelson Robinson.....	890,240.22
WALTER BROOKS MEMORIAL (1956). The Walter Brooks Foundation, in memory of Walter Brooks.....	30,000.00
LOUIS N. BENNETT MEMORIAL (1957). Bequest of Mrs. Josephine C. S. Blaisdell in memory of her brother, Class of 1893.....	750.00
PUTNEY (1957). R. Emerson Putney, Class of 1928.....	3,067.82

SPECIAL SCHOLARSHIP FUNDS

JOHN CORNELL (1894). John Cornell. For boys from Andover, recommended by the School Committee of Andover.....	5,000.00
Awarded 1957 to Thomas John Lynch.	
ROBERT HENRY COLEMAN (1919). Mrs. John Coleman, in memory of her son, Lieut. Robert Henry Coleman, Class of 1912, who died in the military service of the United States, 1918....	6,000.00
"The income is awarded annually at the end of his Junior year to a student of limited means, who, in the judgment of the Headmaster, has displayed the most promise of maintaining the highest standard of worth, measured by character, scholarship, and general influence in the school."	
Awarded 1957 to Edward Ashley Leavitt	
GEORGE XAVIER McLANAHAN (1919). His mother and sister, in memory of George Xavier McLanahan, Class of 1892.....	10,000.00
"The income is used annually for the assistance of a worthy student or students of limited means."	
Awarded 1957 to Thomas Engelhard Myers, Jr.	
GORDON FERGUSON ALLEN (1920; 1957). "Friends of the school," in memory of Gordon Ferguson Allen.....	10,000.00
"The income is awarded annually to a deserving student of character and promise and of limited means."	
Awarded 1957 to Richard Haelig Hendrickson	

PHILLIPS ACADEMY

REV. WILLIAM HENRY AND ELLEN CARY HASKELL (1920; 1936). Rev. William Henry Haskell, Class of 1856, and his five sons, Classes of 1883, 1888, 1890, and 1895.....		3,000.00
"The income is used annually in aiding a needy and deserving student to meet the regular expenses of the school."		
Awarded 1957 to Erik Sheldon Lunde		
CHARLES C. CLOUGH (1923). Classmates and friends at Princeton of Charles C. Clough, Class of 1906.....		5,000.00
"The income is awarded annually on recommendation of the Senior Class to that member of the Upper Middle Class who is of limited means, and who most embodies those qualities of manliness, loyalty, cheerfulness, high purpose, and clean living which were conspicuous in the character of him in whose mem- ory this scholarship was established."		
Awarded 1957 to Gilbert Russell Bamford.		
ALFRED HOWLETT DURSTON (1926). Marshall H. Durston, Class of 1900, in memory of his brother, of the Class of 1897.....		5,000.00
"The income is awarded annually to a student of limited means who, in the judgment of the Headmaster, embodies the best ideals of student life, scholarship, character, and influence."		
Awarded 1957 to Einar John Westerlund, Jr.		
SMITH LEWIS MULTER, JR. (1926). Smith Lewis Multer, in mem- ory of his son, of the Class of 1923.....		5,000.00
"The income is awarded annually at the close of his Upper Middle year to a worthy student of limited means who, in the judgment of the Headmaster, has exhibited promise in scholar- ship and qualities of leadership and wholesome influence in the general activities of the school."		
Awarded 1957 to Vernon Gaither Pratt.		
WILLIAM THOMPSON REED MEMORIAL (1930; 1957). His father and mother and members of his family, in memory of William Thompson Reed, Class of 1929.....		12,565.34
"The income is awarded annually to a student of character and promise at the beginning of his Senior year."		
Awarded 1957 to Jean Walden Missud, III.		
SCHUYLER BUSSING SERVISS MEMORIAL (1936). Mrs. Charlotte B. Serviss, in memory of her son, a member of the Class of 1898		5,000.00
Awarded 1957 to David John Adzigian.		
AUGUSTUS PORTER THOMPSON (1942). Mrs. Augustus P. Thomp- son, of Andover, in memory of her husband, the late Augustus P. Thompson, Class of 1892.....		5,000.00
"The income is awarded annually to a boy who, in the judg-		

PHILLIPS ACADEMY

ment of the Headmaster, is outstanding in intelligence and character."

Awarded 1957 to Dane Farnsworth Smith, Jr.

JULIA E. DRINKWATER MEMORIAL (1944-56). Arthur Drinkwater, Class of 1896, and William Drinkwater, Class of 1900, in memory of their mother. 10,443.12
 "The income is awarded annually to a deserving student of character and promise and limited means."
 To be awarded in the fall of 1957.

CHARLES W. CARL (1944-46; 1950-53; 1955-56). Charles W. Carl, Class of 1910. 25,000.00
 "Income to be used during his Senior year by an outstanding student who is a member of an Academy athletic team, and who, in a previous year, has received other scholarship aid from the Academy and has indicated his intention to enter Yale University."
 Awarded 1957 to Robert Smith Meehan.

RICHARD STRONG FOXWELL (1945). Mrs. Gilbert M. Foxwell, in memory of her son, a member of the Class of 1922. 2,500.00
 "Income to be awarded annually to a deserving student of limited means to meet the regular expenses of the school."
 Awarded 1957 to Michael Ashton Burlingame.

HERBERT E. STILWELL (1945; 1954). Mr. and Mrs. Charles E. Stilwell, of Cleveland, Ohio, in memory of their son, of the Class of 1941, who was lost in the English Channel on a mission during the war. 19,720.17
 "Income to be awarded annually to a student of limited means who, in the judgment of the Headmaster, gives evidence of those qualities of character, initiative, leadership and loyalty which contribute to real American citizenship."
 Awarded 1957 to Mishell Josef Stucki

MOSES AUSTIN CARTLAND SHACKFORD (1946). Professor Martha Hale Shackford, of Wellesley, Mass., in memory of her brother, Class of 1891. 5,000.00
 "Income to be awarded annually to a boy of good character and of limited means, preferably from New Hampshire and preferably pursuing a classical course."
 Awarded 1957 to Dermot Oliver Sullivan.

MACINTYRE (1946-47; 1951). John Livingston Macintyre, of the Class of 1942, Mrs. John L. Macintyre, and Mr. and Mrs. Mackenzie Macintyre, of Aurora, Ill., in memory of Mackenzie Macintyre's parents. 12,100.34
 "Net income is awarded annually to a worthy student of limited means who, in the judgment of the Headmaster, has ex-

PHILLIPS ACADEMY

hibited promise in scholarship, qualities of leadership and wholesome influence in the general activities of the school."

Awarded 1957 to Yuan-Lung Yu.

RAY A. SHEPARD (1949-50; 1953). Friends of Ray A. Shepard, former Athletic Director of Phillips Academy..... 2,595.35
 "The income is awarded annually to a boy of limited means who has shown evidence of excellent character and marked ambition."

Awarded 1957 to Dwight Montgomery Bissell, Jr.

SUISMAN FOUNDATION (1949-50; 1953; 1955-56). The Suisman Foundation, Inc., Edward A. Suisman, Michael Suisman, Class of 1947, and Richard Suisman, Class of 1950..... 15,000.00
 The income is to be awarded annually to a student selected by the Scholarship Committee.

Awarded 1957 to Wade Ellis, Jr.

CHAUNCEY O'NEIL (1955-1957). Edward O'Neill, II, of the Class of 1927, in memory of his father, Class of 1899..... 18,090.33
 "The income to be awarded annually to a boy or boys from Western Pennsylvania."

Awarded 1957 to David Baskett Rogers.

HAMILTON (1956-57). John D. M. Hamilton, Class of 1913, in memory of his father, J. D. M. Hamilton..... 16,293.00
 "The income is to be used to assist a boy or boys who may be in need of financial aid and who reside in the United States west of the Mississippi River."

Awarded 1957 to Douglas Robert Jenner.

EVERT W. FREEMAN (1956-1957). Bequest of Evert W. Freeman, Class of 1917..... 18,367.40
 "The income to be awarded annually to a student who shows promise of substantial accomplishment, but who for the time being is in financial need."

Awarded 1957 to Alan Richard Petraske.

JOSEPH KAPLAN (1956-57). Joseph Kaplan..... 15,025.00
 "The income is awarded annually at the end of the Senior year to a student, or students, of limited means for use in the freshman year at college, the award to be made with due regard to fine character and promise of adult usefulness."

Awarded 1957 to Robert Frederick Burnes and Alan Aspinwall Bergeron.

PHILLIPS ACADEMY

ANNUAL GIFT SCHOLARSHIPS

PHILLIPS SOCIETY SCHOLARSHIP. "Two awards of \$200 each to two deserving and needy students, nominated by the Headmaster, who have attended Phillips Academy for at least one year." Sustained (since 1934) by the Phillips Society. Awarded 1957 to Toomas Juhan Kukk and Samuel Gregory Friedman, Jr.

ALAN FOX SCHOLARSHIP. "To be awarded each year in the amount of \$500 to that boy in need of financial assistance who in the opinion of the faculty gives promise of attaining the same breadth of character and intellect as had the man in whose memory this scholarship is given." Sustained (since 1942) by Joseph C. Fox of the Class of 1934 in memory of his father, the late Alan Fox of the Class of 1899. Awarded 1957 to Frederick David Trickey.

JOHN T. HOGAN MEMORIAL SCHOLARSHIP. To be awarded each year in the amount of \$400 to the boy in need of financial assistance who in the opinion of the Scholarship Committee gives promise of developing in character and personality like the man in whose memory the scholarship is given. Sustained since 1956 by the John T. Hogan Memorial Foundation of Andover, Massachusetts. Awarded to Robert Colville Mathewson, Jr.

PHILLIPS ACADEMY

ALUMNI REPRESENTATIVES

Whenever possible, it is highly desirable that candidates come to Andover for a personal interview with the Director of Admissions, the Admissions Officer, or one of the interviewing officers. Candidates unable to visit Andover should themselves arrange an interview with one of the Alumni Representatives listed below, who will be glad to meet with candidates at a mutually convenient time. Whether the interview is at Andover or elsewhere, an appointment should be made in advance. Attention is called to the office hours listed on page 14.

ALUMNI REPRESENTATIVES

(Arranged alphabetically by city)

ALBANY, NEW YORK

(see Amsterdam, New York)

ALBUQUERQUE, NEW MEXICO

GREGORY H. ILLANES, Jr., '38
424 12th Street, N.W.

ROBERT J. NORDHAUS, '27
Route 2, Box 710

AMSTERDAM, NEW YORK

LEON H. YOUNG, '20
22 Summit Avenue

ATLANTA, GEORGIA

FRANK F. FORD, '32
3120 Maple Drive, N.E.

ROBERT A. SEARS, M.D., '35
340 Boulevard

AUBURN, MAINE

WILLIS A. TRAFTON, JR., '36
323 Minot Avenue

BARTLESVILLE, OKLAHOMA

CARL M. ELKAN, '35
3501 Woodland Road

BINGHAMTON, NEW YORK

CLAIR D. RUBLEE, JR., '46
Columbian Mutual Life Insurance Co.

BIRMINGHAM, ALABAMA

ROBERT C. FORD, '29
THOMAS C. FORD, '26
Ford Tool & Carbide Company
3716 Tenth Avenue

BUFFALO, NEW YORK

E. BARTON CHAPIN, '36
Park School
115 No. Harlam Road, Snyder 21
HAROLD P. RICH, '25
16 Clarendon Place

CHAMBERSBURG, PENNSYLVANIA

JOHN McDOWELL SHARPE, JR., '46
851 Middle Street

CARACAS, VENEZUELA

ALBERTO J. VOLLMER '42
Avenida Vollmer No. 1
San Bernardino

CHARLESTON, SOUTH CAROLINA

SCOTT V. WALKER, '38
P. O. Box 5287

CHARLESTON, WEST VIRGINIA

WILLIAM A. PUGH, '39
15 Grosscup Road

PHILLIPS ACADEMY

CHARLOTTE, NORTH CAROLINA

HOWARD SNOW, '21
Southern Friction Materials Co.
Box 1475

CHARLOTTESVILLE, VIRGINIA

N. J. MACFARLANE, '16
P. O. Box 3505, University Station

CHICAGO, ILLINOIS

GARDNER BROWN, '24
White, Weld & Co.
231 South LaSalle Street
W. NEWTON BURDOCK, JR., '35
666 Elder Lane
Winnetka

R. NELSON HARRIS '32
The Tonn Company
456 Merchandise Mart, or
225 North Dearb Park Drive East
Highland Park

CINCINNATI, OHIO

RT. REV. BISHOP HOBBS, '10
412 Sycamore Street
FLETCHER E. NYCE, '26
The Central Trust Company
JAMES P. ORR, '42
9505 Shawnee Run Road
DAVID WATT, '27
7150 Fair Oaks Drive
WILFORD L. ROWNEY, '19
7 Sylvan Lane

CLEVELAND, OHIO

EDWARD BARTLETT, '25
2572 Stratford Road
Cleveland Heights 18
JAMES R. STEWART, '27
2800 Terminal Trust Tower
EDWARD D. YOST, '47
3137 Fairfax
Cleveland Heights

COLORADO SPRINGS, COLORADO

CLEMENT M. BROWN, '10
Harris, Upham & Co., Box 2033

B. DONALD SMITH, JR., '30
Second Street, Broadview

COLUMBUS, OHIO

(see Granville, Ohio)

DALLAS, TEXAS

WILLIAM M. REED, 2ND, '41
1933 Elm
JOHN R. SEARS, '36
6019 Saint Andrews Drive

DAYTON, OHIO

LOUIS POLE, JR., '49
P.O. Box 893

DENVER, COLORADO

RICHARD M. DAVIS, '29
160 Gaylord Street
JOHN F. MALO, '40
1455 South Jackson Street
JOHN C. MITCHELL, 2ND, '34
2601 South Sheridan Blvd.
DAVID C. WILHELM, '38
740 High Street

DETROIT, MICHIGAN

WILLIAM G. BUTLER, '30
3436 Penobscot Building
RT. REV. RICHARD S. EMMICK, '27
69 East Hancock Avenue
GEORGE W. HUNT, JR., '37
907 North Riverside
St. Clair, Michigan
WILLIAM H. LEDYARD, '29
Ledell Forge Mfg. Co.
8335 St. Aubin Street
RUSSELL H. LYNAS, '12
699 Penobscot Building

DULUTH, MINNESOTA

ROBERT S. MARR, '15
5525 East Second Street
C. DOUGLAS WALKER, '18
2131 Woodland Avenue

PHILLIPS ACADEMY

DURHAM, NORTH CAROLINA

PEREGRINE WHITE, '29
2712 Legion Avenue

EL PASO, TEXAS

JOHN D. MASON, JR., '42
1518 Radford Avenue

FORT WORTH, TEXAS

EDWIN S. RYAN, '49
4900 Bryce

GRAND RAPIDS, MICHIGAN

RAYNER FIELD, JR., '28
505 Cherry Street, S.E.

GRANVILLE, OHIO

ROBERT H. CORY, JR., '32
Route 2
GEORGE W. CHESSMAN, '37

GREENVILLE, MISSISSIPPI

C. WESLEY KITTLEMAN, JR., '44
c/o Goyer Co.

GUATEMALA CITY, CENTRAL AMERICA

JOHN L. WHITBECK, '40
4A Avenue Sur 34

GULFPORT, MISSISSIPPI

WILLIAM G. DWYER, '33
Gulf Park College

HARTFORD, CONNECTICUT

FRED I. KENT, II, '38
350 North Steele Road
West Hartford

HAVANA, CUBA

WILLIAM ADAMS, 3RD, '44
National City Bank of New York
402 Calle Presidente Zayas

HOUSTON, TEXAS

FORD HUBBARD, '20
1751 Esperson Building

WILLIAM A. KIRKLAND, '15
First National Bank

ROBERT U. PARISH, '43
511 San Jacinto Building

LOVETT C. PETERS, '32
Continental Oil Company

INDIANA, PENNSYLVANIA

D. HALL BLAIR
143 North 6th Street

INDIANAPOLIS, INDIANA

ROBERT B. FAILEY, JR., M.D., '34
57 East 57th Street
C. PERRY GRIFFITH, '45
1455 East 77th Street

ITHACA, NEW YORK

ANDREW SCHULTZ, JR., '32
230 Renwick Drive
MICHAEL CARDOZO, '28
208 Dearborn Place

JACKSONVILLE, FLORIDA

ARTHUR W. MILAM, '45
4237 Verona Avenue

KANSAS CITY, MISSOURI

LOUIS H. EHRLICH, JR., '26
c/o Rothenberg and Schloss Cigar Co.
932 Broadway
THOMAS H. LAWRENCE, JR., '31
6012 Morningside Drive
RICHARD H. SEARS, '20
The Barstow School
4950 Cherry Street

KNOXVILLE, TENNESSEE

ROBERT M. BOARTS, '22
University of Tennessee

LEXINGTON, KENTUCKY

ROBERT SCHAFER, '29
1808 Paris Pike

PHILLIPS ACADEMY

LITTLE ROCK, ARKANSAS

MOSE SMITH, III, M.D., '48
Univ. Arkansas Medical Center
W. Markham Street

LOS ANGELES, CALIFORNIA

WILLIAM T. ADAMS, '28
Hixson L. Jorgensen, Inc.
3540 Wilshire Boulevard

BENJAMIN DORMAN, '25
10841 Wilkins Avenue

H. BURT REITER, '26
Terminal Box 2314

WILLIS E. URICK, '34
2031 Dracene Drive

EDWARD S. WASHBURN, '33
810 South Spring Street

LOUISVILLE, KENTUCKY

WILLIAM H. ABELL, '28
610 M. E. Taylor Building

SAMUEL S. CALDWELL, JR., '29
Lincoln Lane, Anchorage

MARYSVILLE, CALIFORNIA

HAROLD S. EDWARDS, '28
Route 3, Box 83-D

MEMPHIS, TENNESSEE

HENRY LOEB, III, '39
282 Madison Avenue

MIAMI, FLORIDA

D. PIERRE G. CAMERON, '21
Ransom School, 3575 Main Highway
Coconut Grove

MILWAUKEE, WISCONSIN

ROBERT A. UHLEIN, JR., '34
235 West Galena Street

JEROME K. FREEDMAN, M.D., '47
4424 North Wilson Drive

MINNEAPOLIS, MINNESOTA

JOHN H. MACMILLAN, JR., '12
Cargill Elevator Co.
Grain Exchange Building

NASHVILLE, TENNESSEE

ROBERT L. GWINN, '29
Brush, Hutchinson & Gwinn
1717 West End Avenue

NEW ORLEANS, LOUISIANA

(also see Gulfport, Mississippi)

PHILIP R. TOOHEY, '42
405 Hibernia Bank Building

NEW YORK, NEW YORK

BROMWELL AULT, '18
50 E. 77th Street

PRESCOTT S. BUSH, JR., '40
Johnson & Higgins
63 Wall Street

PETER CAPRA, '22
287 E. 10th Street
New York Boys' Club

JOSEPH C. FOX, '34
Kidder Peabody Co.
17 Wall Street

WILLIAM D. HART, '36
White & Case
14 Wall Street

WILLIAM C. RIDGWAY, JR., '25
Crum and Forster Securities Corp.
110 William Street

NORFOLK, VIRGINIA

GUILLERMO E. GONZALEZ, JR., '50
9610 Sherwood Place, Apt. 14

OKLAHOMA CITY, OKLAHOMA

JOHN H. EDWARDS, '22
611 Globe Life Building

OMAHA, NEBRASKA

JAMES A. C. KENNEDY, JR., '33
5320 Jackson

PASADENA, CALIFORNIA

FREDERICK S. BALE, '02
1000 South Madison Avenue

PEORIA, ILLINOIS

CHARLES H. KELLOGG, '33
908 Stratford Drive

PHILLIPS ACADEMY

PHILADELPHIA, PENNSYLVANIA

NATHANIEL M. CARTMELL, JR., '42
120 Hillside Road
Strafford

FRANK L. LUCE, JR., '27
Strawbridge & Clothier
801 Market Street

PAUL MALONEY, '26
Pepper, Bodine, Frick, Scheetz, &
Hamilton
2001 Fidelity-Philadelphia Trust
Building

TOLBERT N. RICHARDSON, JR., '27
Atlantic & I Streets

PITTSBURGH, PENNSYLVANIA

JOHN K. BEESON, '25
Pittsburgh Gage & Supply Co.
3000 Liberty Avenue

ROBERT S. KIMBALL, JR., '27
International Business Machines Corp.
421 Seventh Avenue

EDWARD J. O'NEIL, II, '27
P. O. Box 1692

PORTLAND, OREGON

RALPH C. ANGELL, JR., '32
2736 Southwest Talbot Road

EDMUND HAYES, JR., '44
4344 S. W. Washouga Avenue

PUERTO RICO

GUILLERMO E. GONZALEZ, JR., '50
Caribe Motors Corp.
P.O. Box 2272

RICHMOND, VIRGINIA

RANDOLPH C. HARRISON, JR., '41
215 Sunset Drive

THOMAS WALKER, M.D., '28
Richmond Memorial Hospital
130 Westwood Avenue

ROCHESTER, NEW YORK

JOHN H. CASTLE, JR., '34
Wilmot Castle Co.
1777 East Henrietta Road

SAMUEL P. CONNOR, JR., '24
146 Broad Street

MARTIN H. DONAHOE, JR., '31
343 State Street

RICHARD T. MITCHELL, '31
305 Hollywood Avenue

RYE, NEW YORK

BERNARD L. BOYLE, JR., '27
35 Anondaga Road

SACRAMENTO, CALIFORNIA

DONALD M. REYNOLDS, '38
University of California
Department of Bacteriology
Davis, California

ST. JOSEPH, MISSOURI

F. GREGG THOMPSON, JR., M.D., '17
902 Edmond Street

ST. LOUIS, MISSOURI

GEORGE B. ATWOOD, '22
6345 Washington Street
University City

JOHN SHEPLEY, '42
503 Locust Street

SAN ANTONIO, TEXAS

JOHN M. BENNETT, JR., '27
417 West Dewey Place

SAN DIEGO, CALIFORNIA

GEORGE E. MUMBY, '24
5001 College Avenue

SAN FRANCISCO, CALIFORNIA

SHERMAN CHICKERING, '29
111 Sutter Street

FRANCIS V. KEESLING, JR., '26
605 Market Street

WILLIAM H. KEESLING, '30
Allan, Miller, Groezinger, Keesling, &
Martin

400 Montgomery Street

TREVOR A. CUSHMAN, JR., '34
American Airlines
345 Powell Street

PHILLIPS ACADEMY

SARASOTA, FLORIDA

LAWRENCE K. JENNINGS, '22
3460 Flamingo Avenue

JOHN M. MCGAULEY, '29
c/o Hardy, McGauley and Co.
1278 North Palm Avenue

SCRANTON, PENNSYLVANIA

W. LAWSON CHAMBERLIN, '34
c/o Charles H. Genter
First National Bank Building

JAMES W. VIPOND, '30
Waverly Dalton Road
Waverly

SEATTLE, WASHINGTON

HUGH P. BRADY, '10
821 Skinner Building

PENDLETON MILLER, '28
711 Central Building

HOWARD S. REED, '45
1510 Hoge Building

SHREVEPORT, LOUISIANA

DONALD A. RAYMOND, JR., '32
238 Gladstone Street

SUMMIT, NEW JERSEY

DONALD H. McLEAN, '28
160 Oak Ridge Avenue

SYRACUSE, NEW YORK

DAVID H. NORTHRUP, '32
205 DeWitt Street

HARRY G. REMINGTON, '23
The Mutual Life Ins. Co. of N. Y.
Syracuse-Kemper Building
224 Harrison Street

TUCSON, ARIZONA

KEITH S. BROWN, '31
Tucson-Nogales Star Rt., Amado

TULSA, OKLAHOMA

REGINALD D. BARNES, '32
2020 East 38th Street

WACO, TEXAS

WILLIAM F. NEALE, JR., '44
Box 232

WASHINGTON, D. C.

R. DENNISON COURSEN, '36
5410 Duvall Drive, N.W.
Washington 16, D. C.

DAVID W. KENDALL, '20
Room 3430
Main Treasury Building

A. MURRAY PRESTON, '31
901 Folger Building

HERBERT SCOVILLE, JR., '33
Old Georgetown Pike
McLean, Virginia

WAYZATA, MINNESOTA

A. LACHLAN REED, '35
Route 5, Box 662

J. KIMBALL WHITNEY, '48
WHEELLOCK WHITNEY, JR.
Box 50, Route 5

WESTCHESTER COUNTY, NEW YORK

BERNARD L. BOYLE, '27
36 Anondaga Road
Rye, N. Y.

WHEELING, WEST VIRGINIA

MARSHALL T. GLEASON, JR., '33
Shawnee Hills

WINNETKA, ILLINOIS

W. NEWTON BURDICK, JR., '35
660 Elder Lane

PHILLIPS ACADEMY

STUDENTS—1957-1958

GEOGRAPHICAL REPRESENTATION

Alabama	2	Missouri	3	Arabia	1
Arizona	3	Montana	1	Brazil	3
Arkansas	3	Nebraska	2	Canada	2
California	39	Nevada	1	Chile	1
Colorado	5	New Hampshire	17	Colombia	1
Connecticut	80	New Jersey	40	Cuba	3
Delaware	1	New Mexico	5	England	1
District of Columbia	7	New York	143	Germany	3
Florida	8	North Carolina	15	Greece	1
Illinois	19	Ohio	11	Hawaii	1
Indiana	3	Oklahoma	3	Iran	1
Iowa	2	Oregon	3	Japan	1
Kansas	1	Pennsylvania	42	Korea	1
Kentucky	6	Rhode Island	3	Pakistan	1
Louisiana	1	South Carolina	1	Peru	3
Maine	8	Texas	11	Puerto Rico	4
Maryland	7	Utah	2	Turkey	1
Massachusetts	212	Vermont	3	Venezuela	3
Michigan	16	Virginia	16	Virgin Islands	1
Minnesota	2	West Virginia	3		
Mississippi	1	Wisconsin	5		

789

CLASSIFICATION

Seniors	238
Upper Middlers	227
Lower Middlers	203
Juniors	121
	<hr/>
	789

NAMES

L Abbott, Edwin Hunt <i>Weston</i>	J Adriance, Allen Clark <i>Andover</i>
U Abbott, Samuel Bassett <i>Katonah, N. Y.</i>	S Adzgian, David John <i>Lexington</i>
J Accetta, Anthony Thomas <i>New York, N. Y.</i>	U Ahlbrandt, Roger Sheridan, Jr. <i>Pittsburgh, Pa.</i>

PHILLIPS ACADEMY

- U Albright, Alan
Bedford Village, N. Y.
- S Alexander, George Hixon, Jr.
Aurora, Ill.
- S Alexander, Thomas Stephen
Aurora, Ill.
- J Allen, Claxton Edmonds, III
New York, N. Y.
- U Allen, John Hollis
Holyoke
- L Allis, Nicholas Roberts
Mountain Lakes, N. J.
- L Almqvist, David Ezra
Keene, N. H.
- U Anderson, Bayard Dick
Pittsburgh, Pa.
- U Anderson, William Gwynn
Pittsfield
- L Archibald, John Lion Gardiner
Concord
- S Armstrong, Paul Carew
Malden
- U Arnold, John Edward, Jr.
Palo Alto, Calif.
- S Atchison, David Alan
Albuquerque, N. M.
- U Atha, Henry George, Jr.
Tucson, Ariz.
- L Atkinson, Jonathan Pierpont
Brookline
- S Back, Samuel Hutchins
Danielson, Conn.
- S Bailey, Edward Hopkins, Jr.
Wellesley Hills
- U Bailey, James John, III
Baton Rouge, La.
- U Bailey, Philip Gilbert
Bath, Me.
- L Bailhe, John Davis
Wilton, Conn.
- S Bakewell, Charles Adams
West Hartford, Conn.
- U Ballard, David Josiah
Norwich, Vt.
- S Bamford, Gilbert Russell
Andover
- U Barbour, Keith
Katonah, N. Y.
- S Barnes, Reginald Davis, Jr.
Tulsa, Okla.
- S Barry, John Michael, Jr.
Lawrence
- L Barton, Joseph Edward
Andover
- U Barzun, Roger Martin
New York, N. Y.
- U Bascom, Hunt Randall
Waterford, Conn.
- L Bass, Sid Richardson
Fort Worth, Tex.
- U Bassett, Michael Howes
Hamden, Conn.
- L Bates, Channing Delano
Santa Barbara, Calif.
- S Batten, Michael Ellsworth
Racine, Wis.
- L Beale, Robert Spencer, Jr.
Durham, N. C.
- L Beck, Peter Kristian
Andover
- S Behan, Thomas Francis
Haverhill
- L Bell, Alan Barry
Revere
- U Bell, Michael Davitt
Pittsburgh, Pa.
- U Bell, William Alexander, Jr.
Bonn, Germany
- J Bender, David Bowman
Cambridge
- S Bennett, David Thomas
Minneapolis, Minn.
- U Benson, Edward George, Jr.
Skillman, N. J.
- J Benson, Victor Mark
Bristol, Conn.
- S Bernet, James Guthrie
Alexandria, Va.
- L Besecker, Franklin Delano
Sanford, Fla.
- U Bevis, William Wade
Greenwich, Conn.
- S Bienstock, Peter Andrew
New York, N. Y.
- S Bisgard, Carl Valdemar, Jr.
Harlan, Iowa

PHILLIPS ACADEMY

- U Bishop, James Harris
Waban
- S Bissell, Dwight Montgomery, Jr.
San Jose, Calif.
- L Bissell, John Albert
San Jose, Calif.
- U Bittel, Michael Allen
Johnstown, N. Y.
- L Blair, James Sutton, II
Indiana, Pa.
- S Bland, Richard David
White Plains, N. Y.
- U Blauvelt, Harry
Ponca City, Okla.
- J Blitz, John Herbert
Portland, Ore.
- L Boddy, Edward Humphrey
Andover
- S Boehm, Ricardo Santiago
Rio de Janeiro, Brazil
- J Boone, Elwood Bernard, Jr.
Ettrick, Va.
- L Bourne, Richard Wyndham
Danville, Va.
- U Bowman, John Clarke
New York, N. Y.
- L Bradford, Charles Edward
Cambridge
- S Bradford, John Wilson
Charleston, W. Va.
- J Bragg, Morgan Stevenson
Harrison, N. Y.
- U Bremer, Lewis Paul, III
New Canaan, Conn.
- S Brennan, Charles Allan
Lowell
- U Briley, John Marshall, Jr.
Perrysburg, Ohio
- U Brinkley, Marshall Burton
Valdese, N. C.
- U Brooks, Cadwallader Evans
Dallas, Pa.
- L Brown, Owen Joseph, III
Wellesley Hills
- S Brown, Richard Anthony, Jr.
Gettysburg, Pa.
- L Brown, William Gardner
Lake Forest, Ill.
- L Browne, Alexander Cumnock
Louisville, Ky.
- L Brownrigg, Peter Dearborn
Hamilton, Va.
- S Brownrigg, Walter Grant
Hamilton, Va.
- U Bryant, Peter Graham
Winchester
- U Bryant, Stephen Palmer
Amherst
- J Buerger, Walter Richard, Jr.
Long Beach, Calif.
- U Bunce, Jon Lander
Roseburg, Ore.
- S Burdett, Arthur Crane
Newtown, Conn.
- J Burling, Stephen Sewall
East Orleans
- L Burlingame, Michael Ashton
Glendale, Mo.
- U Burnham, Arthur Backus
Montclair, N. J.
- S Burns, Dean Daniel
Petoskey, Mich.
- S Burnside, Charles Davis
Dayton, Ohio
- S Bush, Kimberly, Jr.
Riverside, Conn.
- U Bussey, Alan Eaton
West Glacier, Mont.
- J Butler, John Allington
Grosse Pointe Farms, Mich.
- U Butler, John Kenrick, Jr.
Andover
- L Butler, Lawrence Michael
Chelsea
- U Butler, William Allington
Grosse Pointe Farms, Mich.
- U Byrne, John Dawson
Methuen
- J Cabot, Edmund Billings
Weston
- L Cahners, John Douglas
New Rochelle, N. Y.
- L Cahners, Robert Morrill
Brookline
- U Campbell, Donald Sewell
South Bend, Ind.
- L Campion, Thomas Baird, Jr.
Bronxville, N. Y.
- L Candler, James Nall, Jr.
Grosse Pointe Farms, Mich.
- S Cardozo, Michael Hart, V
Ithaca, N. Y.
- L Carota, Noel Farrell
Milton

PHILLIPS ACADEMY

- s Carroll, Richard Cushman, Jr.
New Haven, Conn.
- U Carty, Thomas Joseph, Jr.
Newtonville
- U Cary-Barnard, Patrick William
New York, N. Y.
- L Castello, Joseph William
Bridgeport, Conn.
- L Caturani, George Michael
Greenwich, Conn.
- L Cecill, Robert VanDyke
Andover
- U Chapin, Allan Melville
Cambridge
- U Chapin, Laurence Dearborn
Peoria, Ill.
- U Chaplin, Raymond Herrick
Nashua, N. H.
- L Chapman, Arnold Dickinson
Cleveland, Ohio
- U Charlton, John Carroll
Andover
- J Charnas, Jonathan
New York, N. Y.
- J Charnas, Robert David
Harrison, N. Y.
- U Cheek, Leslie, III
Richmond, Va.
- s Chickering, Allen Lawrence, III
San Francisco, Calif.
- s Childs, David Willis, Jr.
Amsterdam, N. Y.
- L Chirurg, James Thomas, Jr.
Danvers
- L Church, Michael Cheever
St. Thomas, Virgin Islands
- s Chval, Rudolph Daniel
Hazlet, N. J.
- s Clay, Rufus Gordon
Fort Worth, Texas
- L Clifford, James Henry, III
Rye Beach, N. H.
- J Clift, Robert Creighton
Andover
- s Cloyd, Marshall Preston
Dallas, Texas
- s Clymer, John Howard
Wellesley Hills
- J Cobb, Bayless Earl, IV
Ft. Smith, Ark.
- U Coffey, Lyman Bruce
La Canada, Calif.
- U Coggeshall, John Silas
North Stonington, Conn.
- J Cohen, Michael Victor
New York, N. Y.
- s Cohen, Milton Ira
Chelsea
- U Colaneri, Joseph Edward
Harrison, N. Y.
- L Collado, Emilio Gabriel, III
Roslyn, N. Y.
- L Combe, Andrew John
Greenwich, Conn.
- U Comer, Wayne Sanborn
Dallas, Texas
- U Condit, William Chapin, Jr.
Syracuse, N. Y.
- U Connell, John Richard
Reading
- J Conrad, Bruce Phillips
Davis, Calif.
- s Cook, James Scott
Mt. Kisco, N. Y.
- s Cooper, Charles David
Corapolis, Pa.
- s Cooper, John Robert
Chicago, Ill.
- s Corbin, Horace Kellogg, III
South Orange, N. J.
- J Core, John Otis
Washington Courthouse, Ohio
- s Cornelissen, Andrès Johannes
Barranquilla, Colombia, S. A.
- U Cornwell, Timothy
West Chester, Pa.
- U Costanzo, Christopher David
Athens, Greece
- U Cox, Basil Magor
Oyster Bay, L. I., N. Y.
- J Cox, Edward Vermilye, III
Oyster Bay, L. I., N. Y.
- U Cox, John Rogers, Jr.
Terre Haute, Ind.
- U Crockner, Chester Arthur
Syosset, N. Y.
- s Crosby, Copley Enos
Gardnerville, Nev.
- U Cruikshank, William, Jr.
Garden City, N. Y.
- s Culter, John Richard
Vancouver, B. C., Canada
- U Cushman, Trevor Arnold, III
San Francisco, Calif.

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| <p>L Cutcliffe, Conrad Mylinn
<i>Reading</i></p> <p>s Cutler, Thomas McKeen
<i>Darien, Conn.</i></p> <p>L Daley, Barry Fredrick
<i>Lawrence</i></p> <p>s Daly, John Charles, Jr.
<i>Rye, N. Y.</i></p> <p>L Danforth, Nicholas Wellington
<i>Weston</i></p> <p>L Daniel, John Morgan
<i>Farmers Branch, Texas</i></p> <p>L Daniels, Alfred Arthur
<i>Peabody</i></p> <p>L Dann, Tyler
<i>Pawling, N. Y.</i></p> <p>L Darnton, John Townsend
<i>New York, N. Y.</i></p> <p>L Datlowe, Dayton Wood
<i>Armonk, N. Y.</i></p> <p>s Davis, Robert Calder, Jr.
<i>Ojai, Calif.</i></p> <p>U Davis, Robert Lee
<i>Somerville</i></p> <p>U Davis, Thomas Duncan
<i>New Canaan, Conn.</i></p> <p>U de la Cruz, Carlos Manuel
<i>Havana, Cuba</i></p> <p>J de Mare, Gregory Moore
<i>Saugerties, N. Y.</i></p> <p>s Dent, Robert Alan
<i>Fayette City, Pa.</i></p> <p>U Devening, Robert Randolph
<i>San Marino, Calif.</i></p> <p>s Dexter, David Russell
<i>Orange</i></p> <p>L Dingilian, Steven Michael
<i>New York, N. Y.</i></p> <p>L Dinolt, George Walter
<i>Putnam, Conn.</i></p> <p>L Doak, John Hunt
<i>Shelbyville, Ky.</i></p> <p>s Doak, Thomas Deaderick
<i>Shelbyville, Ky.</i></p> <p>U Doherty, John Charles
<i>Andover</i></p> <p>U Dolan, Clyde Morgan Edwards
<i>Groton</i></p> <p>s Dolan, John Francis
<i>Andover</i></p> <p>s Domingue, Louis Arthur
<i>Andover</i></p> | <p>U Donahue, Peter James
<i>Manchester, N. H.</i></p> <p>U Dorman, John Merrill
<i>Pittsfield</i></p> <p>L Dougherty, John Dennis, Jr.
<i>Hingham</i></p> <p>L Douglas, Earl Williamson, Jr.
<i>Weldon, N. C.</i></p> <p>s Douglass, Alvin Gilbert, Jr.
<i>Washington, D. C.</i></p> <p>J Drayton, William Astor, Jr.
<i>New York, N. Y.</i></p> <p>J Driver, Ross Norman
<i>Andover</i></p> <p>L Drooker, Michael Stephen
<i>Nahant</i></p> <p>L Dubocq, William Edmund, III
<i>Andover</i></p> <p>J Duhamel, Thomas Roland
<i>Salem Depot, N. H.</i></p> <p>L Dulles, Frederick Hendrik
<i>New York, N. Y.</i></p> <p>s Dunbar, William Carson
<i>Englewood, N. J.</i></p> <p>J Dunham, George Jay, III
<i>Swampscott</i></p> <p>J Durham, Roy Alan
<i>New York, N. Y.</i></p> <p>J Durston, James Shields
<i>Lumberton, N. C.</i></p> <p>J Dwyer, Cornelius John
<i>New York, N. Y.</i></p> <p>L Edgerly, David Leighton
<i>Windsor, Vt.</i></p> <p>s Edwards, Jonathan
<i>Wainscott, L. I., N. Y.</i></p> <p>L Edwards, Samuel Dyer
<i>Menlo Park, Calif.</i></p> <p>s Eiseman, Jeffrey Weil
<i>Swampscott</i></p> <p>s Elden, Thomas King
<i>Chicago, Ill.</i></p> <p>J Elkin, Paul Stephen
<i>Newburyport</i></p> <p>L Ellegood, Richard McMurray
<i>Hingham</i></p> <p>s Ellis, Dwight Warren, III
<i>Monson</i></p> <p>U Ellis, Wade, Jr.
<i>Oberlin, Ohio</i></p> <p>s Ellsworth, Dennis Reisling
<i>Ithaca, N. Y.</i></p> |
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<i>Greenfield</i> | L Flye, John Allen
<i>Andover</i> |
| J Emmer-Szerbesko, Claus
<i>Caracas, Venezuela</i> | S Fobes, David Lippincott
<i>Wilton, Conn.</i> |
| U Emsley, Howard Allen, Jr.
<i>Andover</i> | U Foote, Alfred Peter
<i>Mt. Kisco, N. Y.</i> |
| J Engel, John
<i>Great Neck, N. Y.</i> | S Foote, Edward Milbank
<i>Cornwall Bridge, Conn.</i> |
| L Engvall, Charles Andrew, Jr.
<i>Medford</i> | L Forster, Dale Edward
<i>Portland, Ore.</i> |
| L Epstein, David George
<i>New York, N. Y.</i> | L Forsythe, Carl Stanford, III
<i>Greenwich, Conn.</i> |
| U Epstein, Jeffrey Sherman
<i>Brookline</i> | U Foss, Stephen Woodrow
<i>West Medford</i> |
| U Espovich, Richard David
<i>Haverhill</i> | J Foster, Mark Wingate
<i>Fairfield, Conn.</i> |
| S Estroff, Harry Leonard
<i>Pittsburgh, Pa.</i> | L Foster, Whitney Pray
<i>West Newton</i> |
| S Eubanks, Michael Ray
<i>Lumberton, Miss.</i> | U Fournier, David Ballou
<i>North Attleboro</i> |
| L Evans, Edward Parker
<i>Greenwich, Conn.</i> | L Fox, Alan Loomis
<i>Glens Falls, N. Y.</i> |
| J Evslin, Tom Isaac
<i>New Rochelle, N. Y.</i> | S Fox, Byron Michael
<i>Roslyn Estates, N. Y.</i> |
| J Ewell, John Woodruff, Jr.
<i>Northford, Conn.</i> | L Fox, Frederick Louvane
<i>Keene, N. H.</i> |
| U Fenn, Henry Anderson, Jr.
<i>Gainesville, Fla.</i> | S Freedberg, John Michael
<i>Salem</i> |
| L Fennerty, Harry Atkinson, Jr.
<i>Tucson, Ariz.</i> | L French, Perrin Lindol
<i>San Francisco, Calif.</i> |
| L Ferguson, William Rotch
<i>Milford, N. H.</i> | U Frickhoeffer, William Harry
<i>Charlotte, N. C.</i> |
| S Fichthorn, Kurtz Andrew, Jr.
<i>Southington, Conn.</i> | L Friedberg, Carl Edwin
<i>Scranton, Pa.</i> |
| U Fichthorn, Luke Eberly, III
<i>Darien, Conn.</i> | S Friedman, Samuel Gregory, Jr.
<i>Sancuse, Puerto Rico</i> |
| L Filion, Richard Henry
<i>Somersworth, N. H.</i> | S Frost, Edmund Locke, Jr.
<i>Arlington</i> |
| S Fine, Paul Elmer More
<i>Southboro</i> | L Fuller, George
<i>Woodside, Calif.</i> |
| S Finkle, David Raymond
<i>Trenton, N. J.</i> | J Fuller, John Malcolm, Jr.
<i>Honolulu, T. H.</i> |
| J Fisher, Ernest Wilkin
<i>Galesburg, Ill.</i> | J Fuller, Peter Charles
<i>North Attleboro</i> |
| J Fitts, Daniel Hewitt
<i>Andover</i> | L Gage, Hugh Ross
<i>East Hampton, N. Y.</i> |
| S FitzGibbon, Michael Thomas
<i>Mt. Kisco, N. Y.</i> | U Gail, Mitchell Henry
<i>Lexington, Ky.</i> |
| J Flaherty, Craig Edward
<i>Everett</i> | J Gallaudet, Denison
<i>Little Compton, R. I.</i> |
| L Fleming, William Waddell
<i>Cold Spring, N. Y.</i> | J Gamm, Peter Edward
<i>Charlotte, N. C.</i> |

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- S Ganson, Charles Mackay, Jr.
Weston
- S Gardner, David
Hicksville, N. Y.
- L Gardner, Dorsey Robertson
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- U Gaskin, David Mervyn
Grosse Pointe Woods, Mich.
- S Gerbode, Frank Albert
San Francisco, Calif.
- J Gibson, David Beckwith
Sewickley, Pa.
- U Gibson, John, IV
Sewickley, Pa.
- U Gilbert, George Seymour Beckwith
New York, N. Y.
- L Gilbert, Timothy Prout
Denver, Colo.
- S Gildehaus, Thomas Arthur
San Juan, Puerto Rico
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Farmington, Mich.
- L Gillis, Laurence Joseph
Revere
- L Givens, Samuel Oliver
Chicago, Ill.
- J Glenn, Richard Murray Cunningham
III
Woodbury, Conn.
- S Golden, Michael Alan
Fitchburg
- S Goldthwaite, John Calvin
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- J Goltz, Theodore Hugh
Haverhill
- L Goodell, Charles Ellsworth
Jamestown, N. Y.
- U Goodyear, Richard
Ankara, Turkey
- L Gordon, Frederic Adam
New Haven, Conn.
- S Gordon, Graham Mackenzie
Huntington, L. I., N. Y.
- S Gorman, Patrick Henry, 3d
Rye, N. Y.
- J Graham, Andrew Jay
Brooklyn, N. Y.
- J Graham, Thomas Edward, IV
Parkersburg, W. Va.
- L Grant, David William
Winchester
- U Greenwood, Wilbur Rowe, III
Stamford, Conn.
- U Grew, Edward Wigglesworth, III
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- L Griffin, Charles Anthony
Portsmouth, N. H.
- L Griffith, Arnold Koons
Saunderstown, R. I.
- S Griggs, Alfred Leland
Northampton
- J Grillo, Peter James
Andover
- J Hackett, David Spencer
Ligonier, Pa.
- L Hagemann, Peter
Panama City, Fla.
- L Hagenbuckle, Roderick Emerson
West Newton
- U Hale, Prentis Cobb, III
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- U Hall, Brooks Chapman
Short Hills, N. J.
- S Hall, Snowden Cowman, III
Danville, Va.
- S Hamilton, William
St. Helena, Calif.
- S Hammond, Franklin Tweed, III
Cambridge
- L Handler, Mark
Durham, N. C.
- S Hanley, Francis Joseph, Jr.
Brockton
- U Hanna, Thomas Philip
Ithaca, N. Y.
- J Hannon, David Frank
Cambridge
- J Hanson, Erik Ivan
Stoneham
- U Harper, David
Red Hook, N. Y.
- U Harris, David Howard
Hollywood, Fla.
- J Harris, King William Wishbone
Highland Park, Ill.
- L Harrison, Edward Webb, Jr.
Princeton, N. J.
- S Hartnett, Charles Frederick, Jr.
Dover, N. H.
- L Hartnett, John Gillespie
Dover, N. H.
- U Haug, Peter Knut
Frankfurt, Germany
- L Hayes, Jonathan Armstrong
Southboro

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Nyack, N. Y.
- J Heikkinen, Jacob Herman
Gettysburg, Pa.
- L Heinz, Charles Howard
Pittsburgh, Pa.
- S Hendrickson, Richard Haelig
Bridge Hampton, L. I., N. Y.
- S Henkes, Maarten
Caracas, Venezuela
- S Heredia, Jose Enrique
Lima, Peru
- L Hess, Robert Pratt
Scarsdale, N. Y.
- J Hesser, James Craig
Charlotte, N. C.
- U Hewitt, Frank Seaver
Oakmont, Pa.
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Washington, D. C.
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Pittsfield
- U Higdon, Henry Grover
Greenwich, Conn.
- S Higgins, Jon Borthwick
Andover
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Ciudad, Bolivar, Venezuela
- S Hilliard, William Palmer, Jr.
Katonah, N. Y.
- U Hines, Ronald
New Rochelle, N. Y.
- J Hobson, Stephen Ronald
Garden Grove, Calif.
- J Hoffman, Floyd Gerry
Highland Park, Ill.
- J Holahan, Dennis John
Darien, Conn.
- L Holland, Christopher Fuller
Longmeadow
- U Hooker, Roger Wolcott, Jr.
Lewiston, N. Y.
- J Hopper, Arthur Frederick, III
Bedminster, N. J.
- U Horn, Michael Serge
Brooklyn, N. Y.
- L Horvitz, Paul Shindler
Fall River
- J Houpis, George Byron
Lowell
- S Howbert, James Brekke
Detroit, Mich.
- U Howland, John Seymour
Amherst
- U Hsia, Sven Erik
New York, N. Y.
- S Hubbard, Elijah Kent, III
Greenwich, Conn.
- U Hughes, George Hill
West Hartford, Conn.
- S Hughes, John Francis, Jr.
Danvers
- S Hull, Robert Wyatt
Washington, D. C.
- L Hunter, Michael
Sewickley, Pa.
- S Huntington, John Willard, Jr.
Hartford, Conn.
- J Huvelle, Peter Rinehart
Litchfield, Conn.
- L Huxley, Robert Daniel
West Hartford, Conn.
- U Iglesias, Jose George
Havana, Cuba
- L Ingelfinger, Joseph Abbott
Cambridge
- L Ingham, Jonathan
New Vernon, N. J.
- S Irish, Ned
New York, N. Y.
- U Israel, Andrew Cremieux
Stamford, Conn.
- U Jacobi, Robert de Greeff
Clearwater, Fla.
- S James, Alden, Jr.
Pelham Manor, N. Y.
- J Jaques, Willard Matthews
Lake Forest, Ill.
- S Jenkins, David Silvanus
Scranton, Pa.
- S Jenkins, William Robert
Bangor, Me.
- J Jenks, David Perry
Cohasset
- U Jenner, Douglas Robert
Aspen, Colo.

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Wilton, Conn.
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Wellesley
- J Johnson, Belden Crane
Burke, Va.
- S Johnson, Dudley Paul
Andover
- J Johnson, Thomas Raymond
Lincoln, Neb.
- U Jones, Kirby
Bedford, N. Y.
- S Jones, Waldo Emerson, II
Tulsa, Okla.
- S Kaplan, Bruce Michael
Cedarhurst, L. I., N. Y.
- S Kaufman, James David
Oakland, Calif.
- S Keaney, James Francis
Andover
- S Keeler, Emmett Brown
Dayton, Ohio
- J Keller, Robert Jeremiah
Miami Beach, Fla.
- J Kellogg, David Moulton, IV
Weston
- S Kelly, Paul Lance
Watertown
- S Kemp, Louis Franklin, Jr.
Great Neck, N. Y.
- L Kennedy, Duncan McLean
Cambridge
- S Kenney, Peter Clark
West Newton
- L Kenny, Thomas Frederick, II
Montclair, N. J.
- U Kepner, Robert Ford
Havana, Cuba
- J Keppelman, Richard Tripp
Litchfield, Conn.
- S Kertess, Klaus Dieter
Ardsley-on-Hudson, N. Y.
- L Kessler, Charles Crane
Lynnfield
- U Kfoury, James Franklin
Andover
- L Kieffer, Lawrence William
Oswego, N. Y.
- S Kiernan, David Seton
Lawrence
- U Killilea, Alfred George
Andover
- S Kim, Changwon
Seoul, Korea
- U Kimball, Ralph Abbott, Jr.
West Boxford
- L King, John Scott
Upper Montclair, N. J.
- U Kinnear, William Brock
Santiago, Chile
- L Kip, Nicholas Van Houten
Marblehead
- U Kirk, Garrett, Jr.
Old Greenwich, Conn.
- S Kirk, John Marshall, Jr.
Melrose
- U Kivowitz, Charles Frederick
Clifton, N. J.
- J Knowles, James Burbank
Greenwich, Conn.
- S Knowles, James Hughes, Jr.
Pittsburgh, Pa.
- U Koehl, Dexter Clark
Ardsley-on-Hudson, N. Y.
- L Koehler, Ben Williams
Boonton, N. J.
- U Kovi, Louis Vincent
Ringoes, N. J.
- U Kriebble, Frederick Brayton
West Hartford, Conn.
- U Kukk, Toomas Juhan
Deep River, Conn.
- J Lamm, Peter Donald Wakeham
Washington, D. C.
- U Langdon, Bancroft
Ithaca, N. Y.
- J Lanpher, Edward Gibson
Alexandria, Va.
- S Larned, Frederick Stephen
Grand Rapids, Mich.
- J Lauder, Keith Forbes
Andover
- L Lauppe, Carl, III
Charlotte, N. C.
- U Lawrence, John Clifton
Sussex, N. J.
- L Lawrence, Larry Jay
Riverside, Conn.
- S Lazor, Stephen Peter
North Tarrytown, N. Y.
- L Leadbitter, Robert Gale
Andover
- S Leaf, James Gillespie
Andover

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- L Leavell, Charles Scurry
El Paso, Texas
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- J Lebach, Thomas Richard
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Grosse Pointe Farms, Mich.
- L Lee, Anthony Davis
Short Hills, N. Y.
- L Lee, Peter Wuntuh
Larchmont, N. Y.
- L Leete, Richard Lawrence
Andover
- s Leonard, John Peter
Larchmont, N. Y.
- L LeRoy, Robert Livingston
Simsbury, Conn.
- s Levin, David Michael
Little Silver, N. Y.
- s Lewis, Lawrence Jon
Portland, Me.
- U Lichtenstein, Joel Edward
Newark, Ohio
- s Liebhafsky, Douglas Small
Schenectady, N. Y.
- s Linfoot, John Philip
Geneseo, N. Y.
- U Linforth, David Arnold
Hulmeville, Pa.
- U Little, William Eldred, Jr.
Oyster Bay, N. Y.
- s Livingston, Bayard Urquhart, IV
Wayland
- L Lloyd, Henry, III
San Jose, Calif.
- U Lodge, David Williams
Brooklyn, Conn.
- U Lubarsky, Richard Jared
Worcester
- U Lunde, Erik Sheldon
College Park, Md.
- U Lynch, Anthony James
Mt. Kisco, N. Y.
- U Lynch, Stephen Andrew, III
Miami Beach, Fla.
- s Lynch, Thomas John
Andover
- L MacAdam, Robert Bruce
Andover
- J McAfee, William Gage
Irvington-on-Hudson, N. Y.
- s McBaine, John Neylan
San Francisco, Calif.
- U McCarthy, Edward Aloysius, Jr.
Medford
- U McClellan, John, Jr.
Woodstock, Conn.
- s McCollom, Bruce Muir
Cold Spring Harbor, N. Y.
- U McDonell, Alexander Angus, 3d
Farmington, Conn.
- s MacInnis, Neil, Jr.
Malden
- L MacInnis, Ronald
Malden
- U McLanahan, David Joseph
Madison Heights, Mich.
- L MacLean, Shian
New Boston, Mich.
- s MacLeod, Kenneth Alexander, Jr.
Medford
- U McNeece, Robert Wilson
Chatham
- s Mackenzie, Roger Duncan
San Francisco, Calif.
- L Macmillan, Miller Lash
Washington, D. C.
- J Mahoney, Daniel Dennis
White Plains, N. Y.
- U Maier, Ward Reynolds
Kensington, Conn.
- s Makanna, Philip Joseph
Huntington, N. Y.
- s Mann, Arthur Kenneth
Lancaster, Pa.
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Cheswick, Pa.
- L Martin, Edward Fontaine
Darien, Conn.
- U Martin, Geoffrey
Ridgewood, N. Y.
- L Masland, Richard Harry
Washington, D. C.
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Rockville, Conn.
- s Mason, Thomas Sykes
Rockville, Conn.
- s Mathewson, Robert Colville, Jr.
Lafayette, Calif.
- L Matson, Wayne Reimer
Lowell
- U Matton, John William
Andover

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El Paso, Texas
- U Mayer, Edward Valentine, Jr.
New City, N. Y.
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Pittsburgh, Pa.
- J Mayer, Thomas Walter
Santa Fe, N. Mex.
- J Mayers, Michael Spencer
Darien, Conn.
- s Meehan, Robert Smith
Stamford, Conn.
- U Meistrell, Gerard Moody
Great Neck, N. Y.
- J Meyer, Carl, II
New York, N. Y.
- U Meyer, Ronald Lewis
Wellesley
- s Middlebrook, Jonathan
New York, N. Y.
- s Milchen, Joseph Arnold
El Paso, Texas
- U Miller, Christopher Richard
Kenosha, Wisc.
- L Miller, Elliot Stuart
Rye, N. Y.
- J Miller, James Rohan
Kenosha, Wisc.
- U Miller, Perry Van Sciver
Yardley, Pa.
- L Mills, Edward Shorney
New Canaan, Conn.
- s Minard, Julian Edward
Andover
- s Missud, Jean Walden, III
Chilmark, Martha's Vineyard
- L Mitchell, John Clark, III
Denver, Colo.
- s Mochary, Stephen Edwin
New Rochelle, N. Y.
- L Mock, Frederic Jacob
Princeton, N. J.
- L Moffat, Stephen Ayres
San Francisco, Calif.
- U Moger, Daniel Whepley, Jr.
Riverside, Conn.
- L Molé, Harvey Edward, III
Summit, N. J.
- U Mondale, Jason Edward
Andover
- s Montgomery, John Grey
Junction City, Kan.
- U Moock, Peter Russell
Pennington, N. J.
- L Moon, David Brownell, Jr.
La Jolla, Calif.
- L Moore, Christopher Grant
Denver, Colo.
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Brooklyn, N. Y.
- L Morgan, Stevenson Demuth
Tuxedo Park, N. Y.
- s Morse, Dexter Paul
Arlington
- s Morse, Frank Peele, III
Swampscott
- U Moseley, Lloyd Winfred, Jr.
Ridgewood, N. J.
- J Mott, Richard Field, II
Far Hills, N. J.
- s Movius, Geoffrey Hallam
Cambridge
- L Mudd, Henry Thomas, Jr.
Los Angeles, Calif.
- J Munger, Mark Truman
Darien, Conn.
- s Munn, Norman Henry
Brunswick, Me.
- s Munroe, Peter Lee
New York, N. Y.
- J Murphy, David Francis
Andover
- U Murphy, David Timothy Michael
Schenectady, N. Y.
- s Murphy, John Francis
Wellesley
- U Myers, Robert Perry
Waterville, Me.
- s Myers, Thomas Engelhard, Jr.
Columbia, S. C.
- s Nasr, Hooshang
Tehran, Iran
- U Nassau, Robert Hamill
Rutland, Vt.
- U Nelson, John Gillespie
Saugus

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- J Neumark, Philip
Andover
- J Newton, Earle Williams, III
Mechanicsburg, Pa.
- L Newton, James Armstrong
Westboro
- S Newton, Marshall Dickinson
Arlington
- S Nicholas, Nicholas John, Jr.
Norfolk, Va.
- L Nields, John Whitelaw, Jr.
New York, N. Y.
- U Nilson, George Albert
Douglaston, N. Y.
- U Nordhaus, William Dawbney
Albuquerque, N. Mex.
- S Norlin, Eric Charles
Lexington
- L Novick, Robert Arthur
Lowell
- U Noyes, James Leonard, Jr.
Madison, Wis.
- S Nurenberg, Robert David
Sao Paulo, Brazil
- U Nuttle, Philip Everngam, Jr.
Easton, Md.
- U Oakey, Volker Gunther
New Hope, Pa.
- L O'Brien, Dennis Michael
Karachi, Pakistan
- J O'Brien, Francis
Weston
- U O'Donoghue, Michael
Bedford, N. Y.
- J Ogsbury, James Stanley, III
Andover
- U Ohnesorge, Gilbert Walter, Jr.
Reading
- L Okie, James Platt, Jr.
Mentor, Ohio
- U Oliver, Paul Winthrop
Winnetka, Ill.
- L Olivetti, David Camillo
New Canaan, Conn.
- L Opal, Chet Brian
Cherry Chase, Md.
- S Orgera, Winthrop Belcher
Rye, N. H.
- L Ostrom, Mitchell Frederick
Riverside, Conn.
- U Othmer, David Artman
College Station, Mayaguez, Puerto Rico
- S Page, David Lee
Dhahran, Saudi Arabia
- L Page, John France
Darien, Conn.
- S Palmer, Robert Bolling
Beaver, Pa.
- L Parker, Everett Humphreys, Jr.
Denver, Colo.
- U Parker, Larry Madison
Charlotte, N. C.
- L Passin, Thomas Britt
Tokyo, Japan
- U Passler, David Luther
Wakefield
- U Patrick, Kennett Michael
Pasadena, Calif.
- L Patrick, Willard Tillman, Jr.
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- U Patterson, William Canning
New York, N. Y.
- J Payne, James Martin
Bridgeport, Conn.
- U Payne, Samuel Giles, V
Bridgeport, Conn.
- U Pendleton, Lea Bond
Andover
- S Perell, Edward Andrew
Stamford, Conn.
- S Perez, Peter Manuel
Elkhart, Ind.
- J Perry, Gary Oliver
Methuen
- S Petraske, Alan Richard
Nashua, N. H.
- J Phelps, Thomas William Hamilton
Greenwich, Conn.
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Locust Valley, N. Y.
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Darien, Conn.
- S Poinier, Jeremiah Carter
Summit, N. J.

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- L Pojidaeff, Dimitri
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Tuskegee Institute, Ala.
- U Poole, Thomas Cowen
Tuskegee Institute, Ala.
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Ludlow
- S Posner, Robert Allan
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Harvard
- L Prah, Joseph Markel
Harvard
- U Pratt, Joseph Marion
Durham, N. C.
- S Pratt, Vernon Gaither
Durham, N. C.
- U Prendergast, Stephen Lawrence
Andover
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Darien, Conn.
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Rockford, Ill.
- L Quinn, Martin
San Francisco, Calif.
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Wilmington, Del.
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- J Rhoads, Richard Mark
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Concord
- S Richardson, Donald Kimball
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- S Richardson, William Tiffany
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- S Rieber, Stephen Lockwood
Pound Ridge, N. Y.
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Manhasset, N. Y.
- J Rieveschl, Gary Thomas
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- U Riley, Kevin Edwin
Weston
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Chudleigh, Devon, England
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Monongahela, Pa.
- U Robinson, William McIllwain, III
Pittsburgh, Pa.
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San Francisco, Calif.
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PHILLIPS ACADEMY

- | | | | |
|---|---|---|---|
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<i>Greenwich, Conn.</i> |
| U | Rosati, Robert Anthony
<i>New York, N. Y.</i> | U | Sawyer, Charles Francis
<i>Dalton</i> |
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<i>North Tarrytown, N. Y.</i> |
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<i>Binghamton, N. Y.</i> | L | Saxton, Nicholas Hunnewell
<i>Framingham Centre</i> |
| S | Rosenthal, Douglas Myron
<i>Fall River</i> | U | Schade, Rudolf Gottlieb
<i>Elmhurst, Ill.</i> |
| L | Ross, Allen
<i>Norwich, Conn.</i> | L | Scharf, Michael Jay
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<i>Lincoln</i> |
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<i>Lowell</i> | J | Schmedeman, John Raymond
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<i>Wayzata, Minn.</i> |
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<i>South Orange, N. J.</i> | S | Scoville, Anthony Church
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<i>Brookline</i> |
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Hingham
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Marblehead
- U Wellington, Roger Underwood, Jr.
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<i>Wellesley</i> |
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<i>Walpole</i> | J | Wright, Langdon Goddard
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<i>Durham, N. C.</i> | U | Wyckoff, Walter Watson
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<i>Lexington</i> | | |
| L | Williams, Robert Angus, Jr.
<i>Lisbon, Ohio</i> | J | Yates, Stephen Mott-Smith
<i>Westboro</i> |
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<i>Keokuk, Iowa</i> | S | Yu, Yuan-Lung
<i>New York, N. Y.</i> |
| S | Winebrenner, David Edwin, IV
<i>New Oxford, Pa.</i> | | |
| L | Winebrenner, John Taylor
<i>New Oxford, Pa.</i> | S | Zeff, Robert Harris
<i>Pittsfield</i> |
| U | Winfield, John Robert
<i>Little Silver, N. J.</i> | L | Ziegler, William Russell
<i>Wilton, Conn.</i> |
| S | Wing, John Franklin
<i>Marshfield, Wisc.</i> | U | Zug, Christopher
<i>Sewickley, Pa.</i> |

PHILLIPS ACADEMY

INDEX

Administrative Departments and Officers	14
Admission Deposit	44
Admission, General Policy	49
Admission Procedure	50
Admission Requirements for Each Class	55
Admission Tests, Charges and Schedule	52
Aims of Phillips Academy	17
Alumni Representatives	92
Application Blank	117
Applying, Procedure in	50
Archaeology Building	32
Art Gallery	30
Athletics and Physical Education	37
Breakage Deposit	45
Calendars	2, 3
Classification	21, 98
Class Officers	21
Clothing	42
College Admissions—Class of 1957	43
Constitution of Phillips Academy	18
Counselors	26
Course of Study	21
Courses, Description of	57
Cultural Opportunities	28
Curriculum	21
Daily Schedule	40
Day Excuses	42
Deposit, Admissions	44
Deposit, Breakage	44
Diploma Requirements	22
Discipline	41
Dormitory Residence, Plan of	26
Eating, Plan of	26
Entrance, Requirements for	49, 55
Entrance Examinations	52-56
Expenses	43-48
Extra-Curricular Activities	32
"Extras"	46
Faculty	6
Financial Aid for Students	47

PHILLIPS ACADEMY

Founders of Phillips Academy	1, 18
Four-Year Program	23, 24
Furniture (Room Equipment)	42
General Information	26
Grades and Reports	40
Headmasters	1
Health Supervision	38
Historical Sketch	18
Library	29
Map of the School	1
Medical Insurance	45
Payments	44
Physical Education	36
Pictures of the Academy	48
Placement Examinations	53
Placement Examinations, Preparation for	53
Plan of Residence and Eating	29
Prizes and Prize Winners	85
Procedure in Applying	50
Purpose of Phillips Academy	17
Regulations, General	41
Religion, School Policy on	27
Reports	40
Representation, Geographical	98
Residence, Plan of	26
Room Equipment	42
Scholarship Aid	47
Scholarship Funds	84-91
Smoking Privileges	41
Special Departments	14-16
Spending Money	47
Student Activities	32
Student Aid	47
Students, Names of-1957-58	98
Study Hours	40
Summer Session	48
Trustees	4, 5
Tuition Charges	44
Weekend Excuses	42
Work Program	40

Preliminary Application for Phillips Academy, Andover, Mass.

1. Time of proposed entrance: September, 19
 2. Class applied for: JUNIOR LOWER MIDDLE UPPER MIDDLE SENIOR
(circle one) (9th Grade) (10th Grade) (11th Grade) (12th Grade)
 3. Boy's name in full

First
Middle
Last
 4. Date of birth
 5. Name of parent or guardian
 6. Permanent address
 7. Preferred mailing address
 8. Name and address of school in which boy will be during the year just prior to his proposed admission to Andover (if definitely known).

 9. Please list on the reverse side the names of relatives now or previously at the Academy (if any)
- For further information, please consult the Catalogue under "Procedure in Applying."

Date.....

Signed..... (Parent or Guardian)

The required \$5.00 application fee, payable to the Trustees of Phillips Academy, should accompany this form. 58



1959
CATALOGUE OF
PHILLIPS ACADEMY

Andover, Massachusetts

181st



Year



THE HISTORY OF THE

REPUBLIC OF THE UNITED STATES

OF AMERICA

FROM 1776 TO 1876

BY

JOHN P. FENNER

AND

JOHN P. FENNER

JOHN P. FENNER

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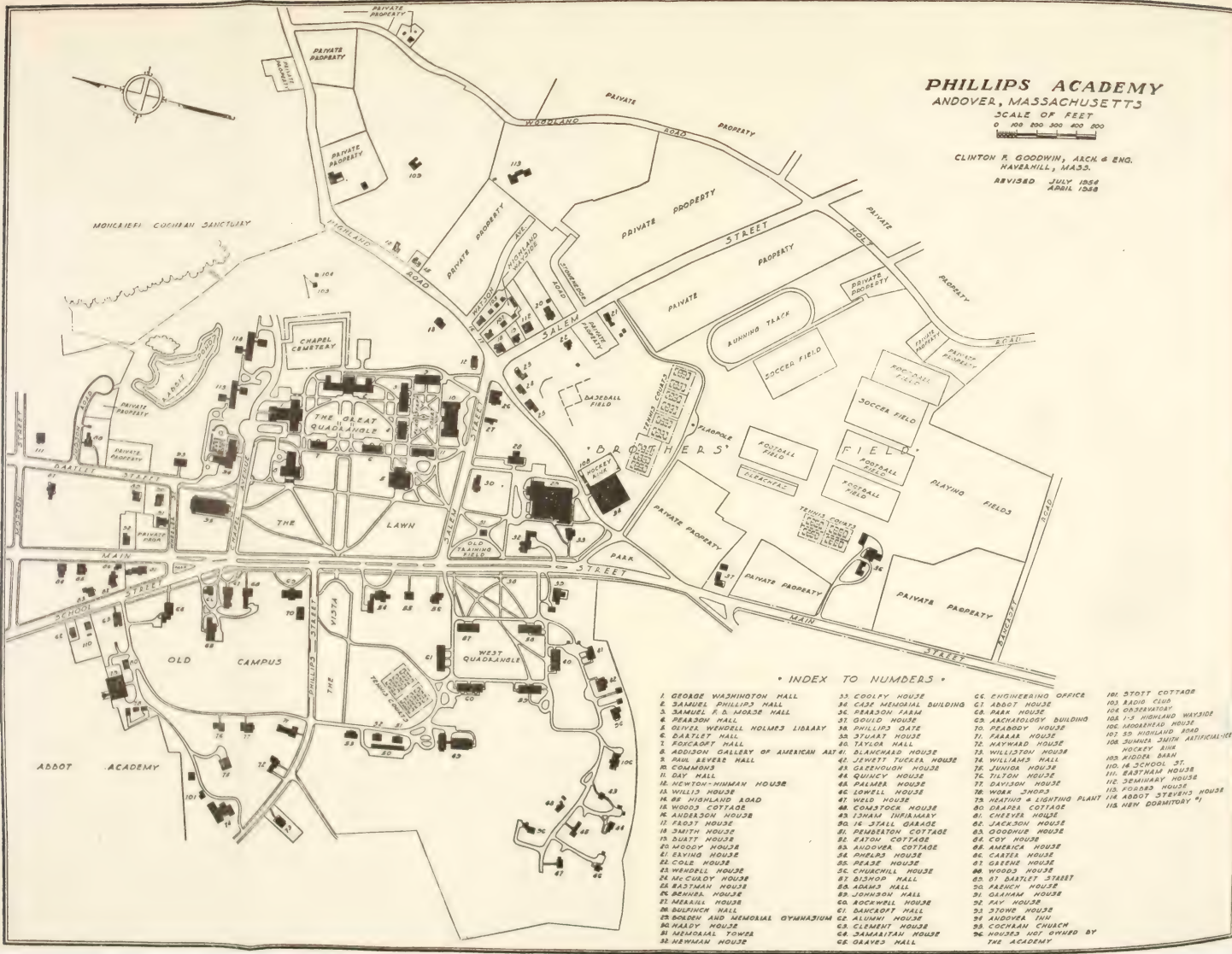
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CLINTON R. GOODWIN, ARCHT & ENG.
HAVERHILL, MASS.

REVISED JULY 1954
APRIL 1948



INDEX TO NUMBERS

- | | | | |
|-----------------------------------|---------------------------|-----------------------------|------------------------------|
| 1 GEORGE WASHINGTON HALL | 35 COOLY HOUSE | 66 ENGINEERING OFFICE | 101 STOTT COTTAGE |
| 2 SAMUEL PHILLIPS HALL | 36 CASE MEMORIAL BUILDING | 67 ABBOT HOUSE | 102 RADIO CLUB |
| 3 SAMUEL J. D. MOORE HALL | 37 PEARSON FARM | 68 PARK HOUSE | 103 OBSERVATORY |
| 4 BRADSHAW HALL | 38 GROUND HOUSE | 69 ARCHAEOLGY BUILDING | 104 1-3 HIGHLAND WAYSIDE |
| 5 OLIVER WENDELL HOLMES LIBRARY | 39 PHILLIPS GATE | 70 PEARBODY HOUSE | 105 LOCKHART HOUSE |
| 6 GARTLET HALL | 40 TAYLOR HOUSE | 71 FARRAR HOUSE | 106 50 HIGHLAND ROAD |
| 7 FOXCROFT HALL | 41 BLANCHARD HOUSE | 72 WATWARD HOUSE | 107 SUMMIT JUDITH ARTIFICIAL |
| 8 ADDISON GALLERY OF AMERICAN ART | 42 JEWETT TOWER HOUSE | 73 WILLISTON HOUSE | 108 RIDGER BARN |
| 9 RAIL BEVERE HALL | 43 GREENOUGH HOUSE | 74 WILLIAMS HALL | 109 14 SCHOOL ST. |
| 10 COMMONS | 44 QUINCY HOUSE | 75 TULL HOUSE | 110 EASTHAM HOUSE |
| 11 NEWTON-HIGHMAN HOUSE | 45 PALMER HOUSE | 76 DAVIDSON HOUSE | 111 DEMAREST HOUSE |
| 12 WILLO HOUSE | 46 QUINCY HOUSE | 77 WILSON HOUSE | 112 FURBER HOUSE |
| 13 HIGHLAND ROAD | 47 WELD HOUSE | 78 HEATING & LIGHTING PLANT | 113 ABBOT STAYERS HOUSE |
| 14 WOODS COTTAGE | 48 COMSTOCK HOUSE | 79 CARLISLE COTTAGE | 114 NEW DORMITORY #1 |
| 15 JONAH DUNHAM | 49 16 STALL GARAGE | 80 CHEVY HOUSE | |
| 16 FORT HOUSE | 50 PENNINGTON COTTAGE | 81 JACKSON HOUSE | |
| 17 SMITH HOUSE | 51 EATON COTTAGE | 82 GOODWIN HOUSE | |
| 18 DUATT HOUSE | 52 ANDOVER COTTAGE | 83 COY HOUSE | |
| 19 WOODS HOUSE | 53 ANGLES HOUSE | 84 AMERICA HOUSE | |
| 20 RAYING HOUSE | 54 PEASE HOUSE | 85 GREENE HOUSE | |
| 21 COLE HOUSE | 55 CHURCHILL HOUSE | 86 WOODS HOUSE | |
| 22 WENDELL HOUSE | 56 BISHOP HALL | 87 BARTLET STREET | |
| 23 MCCURDY HOUSE | 57 LOWELL HALL | 88 FARMY HOUSE | |
| 24 EASTHAM HOUSE | 58 JOHNSON HALL | 89 GILMAN HOUSE | |
| 25 BEVERLY HOUSE | 59 ROCKWELL HOUSE | 90 RAY HOUSE | |
| 26 MARSHALL HOUSE | 60 BANCROFT HALL | 91 STONE HOUSE | |
| 27 BULLFINCH HALL | 61 ALUMNI HOUSE | 92 ANDOVER INN | |
| 28 BOWEN AND MEMORIAL GYMNASIUM | 62 CLEMENT HOUSE | 93 COCHRAN CHURCH | |
| 29 WALDY HOUSE | 63 JAMARITAN HOUSE | 94 HOUSES NOT OWNED BY | |
| 30 MEMORIAL TOWER | 64 GRAVES HALL | THE ACADEMY | |
| 31 NEWMAN HOUSE | | | |

1959

CATALOGUE OF PHILLIPS ACADEMY

Founded in 1778 by

Samuel Phillips

John Phillips, LL.D.

Samuel Phillips, Jr.

CONSTITUTION AND DEED OF TRUST SIGNED	April 21, 1778
SCHOOL OPENED	April 30, 1778
ACT OF INCORPORATION	October 4, 1780

HEADMASTERS

ELIPHALET PEARSON, LL.D.	1778—1786
EBENEZER PEMBERTON, LL.D.	1786—1793
MARK NEWMAN, A.M.	1794—1809
JOHN ADAMS, LL.D.	1810—1833
OSGOOD JOHNSON, A.M.	1833—1837
SAMUEL H. TAYLOR, LL.D.	1837—1871
FREDERIC W. TILTON, A.M.	1871—1873
CECIL F. P. BANCROFT, Ph.D., L.H.D., LL.D.	1873—1901
ALFRED E. STEARNS, Litt.D., L.H.D., LL.D.	1903—1933
CLAUDE M. FUESS, Ph.D., Litt.D., L.H.D., LL.D.	1933—1948
JOHN M. KEMPER, A.M., L.H.D., Litt.D.	1948—

1959

JANUARY						
S	M	T	W	T	F	S
..	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
..

FEBRUARY

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
..
..

MARCH

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31
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APRIL

..	1	2	3	4
5	6	7	8	9	10	11
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3	4	5	6	7	8	9
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31

JUNE

..	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30
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S	M	T	W	T	F	S
..	1	2	3	4
5	6	7	8	9	10	11
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19	20	21	22	23	24	25
26	27	28	29	30	31	..
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AUGUST

..	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31

SEPTEMBER

..	..	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
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27	28	29	30
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OCTOBER

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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
..

NOVEMBER

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
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DECEMBER

..	..	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31
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JANUARY

S	M	T	W	T	F	S
..	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31

FEBRUARY

..	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29
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MARCH

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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31
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APRIL

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3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
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MAY

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JUNE

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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30
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CALENDAR

SCHOOL YEAR 1958-1959

Fall term begins.....	Monday, September 15, 1958
Mid-term Rating.....	Wednesday, October 29
Free day	Saturday, November 15
Fall term ends.....	Thursday, December 18

CHRISTMAS RECESS—19 days

Winter term begins.....	8:30 P.M., Tuesday, January 6, 1959
Mid-term Rating.....	Saturday, February 7
Long week end.....	Friday-Sunday, February 13-15
Winter term ends.....	Friday, March 13
College Board examinations.....	Saturday, March 14

SPRING RECESS—19 days

Spring term begins.....	8:30 P.M., Wednesday, April 1
Mid-term Rating.....	Wednesday, April 29
Spring Prom.....	Friday, May 8
Examinations end	Thursday, June 4
Commencement.....	Friday, June 5

SUMMER SESSION—1959

Summer session begins.....	Tuesday, June 23
Summer session ends.....	Wednesday, August 19

SCHOOL YEAR 1959-1960

Fall term begins.....	Monday, September 14, 1959
Fall term ends.....	Thursday, December 17

CHRISTMAS RECESS—19 days

Winter term begins.....	8:30 P.M., Tuesday, January 5, 1960
Winter term ends.....	Friday, March 11

SPRING RECESS—19 days

Spring term begins.....	8:30 P.M., Wednesday, March 30
Examinations end	Thursday, June 2
Commencement.....	Sunday, June 5 (tentative)

SUMMER SESSION 1960

Summer session begins.....	Tuesday, June 21
Summer session ends.....	Wednesday August 17

TRUSTEES

PRESIDENT

HENRY WISE HOBSON '10, D.D., LL.D. CINCINNATI, OHIO
Elected 1937, President since 1947

CLERK

JOHN MASON KEMPER, L.H.D., Litt.D. ANDOVER
Elected 1948

JAMES PHINNEY BAXTER, III '10, PH.D., LITT.D., L.H.D.,
D.Sc., LL.D.
Elected 1942 WILLIAMSTOWN

CHAUNCEY BREWSTER GARVER '04, LL.B.
Elected 1947 NEW YORK, N. Y.

JOHN PETERS STEVENS, JR. '15, A.B. PLAINFIELD, N. J.
Elected 1948

CHARLES STAFFORD GAGE '21, A.M.
Elected 1952 NEW HAVEN, CONN.

ROBERT MERRIMAN KIMBALL '29, S.B. WABAN
Elected 1952

BROMWELL AULT '18, S.B. NEW YORK, N. Y.
Elected 1953

SUMNER SMITH '08, A.B. LINCOLN
Elected 1956

PHILLIPS ACADEMY

FREDERICK GOODRICH CRANE '15, A.B. DALTON
Elected 1957

DONALD HOIMAN McLEAN, JR. '28, LL.B. SUMMIT, N. J.
Elected 1958

ALUMNI TRUSTEES

PETER CAPRA '22, PH.B. NEW YORK, N. Y.
Elected 1956 for three years

BENJAMIN ALLEN ROWLAND, '28 M.B.A. ANDOVER
Elected 1957 for three years

WILLIAM BUTTS MACOMBER, JR. '40 WASHINGTON, D. C.
Elected 1958 for three years

THOMAS DUNWOODY WELCH '30 MARBLEHEAD
Ex-Officio for one year as President
of the Alumni Association

RECORDING SECRETARY

M. LAWRENCE SHIELDS, A.B. MARBLEHEAD
Appointed 1954

TRUSTEES EMERITI

PHILIP LORING REED '02 DEDHAM
1933-1958

FRANCIS ABBOT GOODHUE '02, A.B. HEWLETT, L. I., N. Y.
1935-1958

PHILLIPS ACADEMY

FACULTY

JOHN MASON KEMPER, L.H.D., LITT.D. <i>Headmaster</i>	Elected 1948
CLAUDE MOORE FUESS, Ph.D., Litt.D., L.H.D., LL.D. <i>Headmaster, Emeritus 1908-1948</i>	Chestnut Hill
FRANK O'BRIEN, A.B. <i>Instructor in English, Emeritus</i>	Andover 1910-1942
GEORGE FRANKLIN FRENCH, A.M. <i>Instructor in French, Emeritus</i>	Andover 1907-1944
LESTER EDWARD LYNDE, A.M. <i>Dean, Emeritus</i>	Andover 1901-1944
FREDERICK MAY BOYCE, A.M. <i>Instructor in Physics, Emeritus</i>	Barrington, R. I. 1909-1948
OSWALD TOWER, A.B. <i>Dean and Instructor in Mathematics, Emeritus</i>	Andover 1910-1949
RAY ARTHUR SHEPARD, S.B. <i>Director of Physical Education, Emeritus</i>	Gardiner, Maine 1919-1949
ALICE THACHER WHITNEY <i>Recorder, Emerita</i>	Andover 1902-1950
LESTER CHARLES NEWTON, A.M. <i>Instructor in French and German, Emeritus</i>	Andover 1918-1952
HENRY PRESTON KELLEY, A.M. <i>Instructor in Spanish, Emeritus</i>	Pepperell 1918-28, 1935-1952
MONTVILLE ELLSWORTH PECK <i>Instructor in Physical Education, Emeritus</i>	North Bridgton, Me. 1916-1955
GUY JOHNSON FORBUSH, A.B. <i>Instructor in French, Emeritus</i>	Andover 1917-1920, 1924-1955
SCOTT HURTT PARADISE, A.M. <i>Instructor in English, Emeritus</i>	Andover 1924-1925, 1926-1956

PHILLIPS ACADEMY

FRANK MAY BENTON, A.B. <i>Instructor in Latin, Emeritus</i>	Groton 1918-1958
WINFIELD MICHAEL SIDES, S.B. <i>Instructor in Mathematics, Emeritus</i>	Berchtesgaden, Germany 1919-1958
ARTHUR BURR DARLING, Ph.D. <i>Instructor in History, Emeritus</i>	Washington, D. C. 1917-1918, 1933-1958
DOUGLAS MANSOR DUNBAR, A.M. <i>Instructor in Mathematics, German and Bible, Emeritus</i>	9 Holt Road 1942-1958
<hr/>	
ROSCOE EDWIN EVERETT DAKE, S.B. <i>Instructor in Chemistry on the Alfred Ernest Stearns Foundation</i>	Appointed 1921
JOHN SEDGWICK BARSS, A.M. <i>Instructor in Physics on the Ammi Wright Lancashire Foundation</i>	Appointed 1923
M. LAWRENCE SHIELDS, A.B. <i>Secretary of the Academy</i>	Appointed 1923
ALAN ROGERS BLACKMER, A.M., L.H.D. <i>Dean of the Faculty</i>	Appointed 1925
KENNETH SMITH MINARD, A.M. <i>Instructor in History</i>	Appointed 1928
GEORGE KNIGHT SANBORN, S.B. <i>Instructor in Biology</i>	Appointed 1928
EMORY SHELBY BASFORD, A.B. <i>Instructor in English on the Alfred Lawrence Ripley Foundation</i>	Appointed 1929
ALFRED GRAHAM BALDWIN, D.D. <i>Instructor in Religion and Social Problems on the Martha Cochran Foundation School Minister</i>	Appointed 1930
ROBERT EDWARD MAYNARD, S.B. <i>Instructor in Mathematics</i>	Appointed 1931
LEONARD FRANK JAMES, A.M. <i>Instructor in History on the Cecil F. P. Bancroft Foundation</i>	Appointed 1932

PHILLIPS ACADEMY

GEORGE GRENVILLE BENEDICT, A.M.	1930-32, re-appointed 1933
<i>Dean of Students</i>	
DOUGLAS SWAIN BYERS, A.M.	Appointed 1933
<i>Instructor in Anthropology</i>	
BARTLETT HARDING HAYES, JR., A.B.	Appointed 1933
<i>Instructor in Art</i>	
ROGER WOLCOTT HIGGINS, A.M.	Appointed 1933
<i>Instructor in English</i>	
JAMES RUTHVEN ADRIANCE, A.B.	Appointed 1934
<i>Assistant to the Headmaster</i>	
ALSTON HURD CHASE, Ph.D.	Appointed 1934
<i>Instructor in Greek and Latin on the Samuel Harvey Taylor Foundation</i>	
NORWOOD PENROSE HALLOWELL, JR., A.B.	Appointed 1934
<i>Instructor in English</i>	
FRANK FREDERICK DICLEMENTE, S.B.	Appointed 1935
<i>Instructor in Physical Education</i>	
JAMES HOOPER GREW, D. ès L.	Appointed 1935
<i>Instructor in French</i>	
FREDERICK SCOLLER ALLIS, JR., A.M.	Appointed 1936
<i>Instructor in History</i>	
CHESTER ARCHIBALD COCHRAN, A.M.	Appointed 1936
<i>Instructor in French</i>	
FREDERICK JOHNSON, S.B.	Appointed 1936
<i>Instructor in Archaeology</i>	
STEPHEN STANLEY SOROTA, S.B.	Appointed 1936
<i>Instructor in Physical Education</i>	
<i>Director of the Summer Session</i>	
STEPHEN WHITNEY, A.M.	Appointed 1936
<i>Instructor in French</i>	
FLOYD THURSTON HUMPHRIES, A.B.	Appointed 1937
<i>Instructor in French on the Jonathan French Foundation</i>	
<i>Director of the Bureau of Self-Help</i>	
HART DAY LEAVITT, A.B.	Appointed 1937
<i>Instructor in English and Music</i>	

PHILLIPS ACADEMY

MILES STURDIVANT MALONE, Ph.D. <i>Instructor in History</i>	Appointed 1937
WILLIAM HAYES BROWN, A.M. <i>Instructor in English</i>	Appointed 1938
RICHARD SAWYER PIETERS, A.M. <i>Instructor in Mathematics</i>	Appointed 1938
ROBERT WHITTEMORE SIDES, A.B. <i>Instructor in Mathematics</i> <i>Director of Admissions</i>	Appointed 1938
JOHN BROMHAM HAWES, Ed.M. <i>Instructor in English</i>	1933-1936, re-appointed 1939
JOHN KINGSBURY COLBY, A.M. <i>Instructor in Latin</i>	Appointed 1940
HARPER FOLLANSBEE, Ed.M. <i>Instructor in Biology</i>	Appointed 1940
WALTER GIERASCH, A.B. <i>Instructor in English</i>	Appointed 1941
DUDLEY FITTS, A.B. <i>Instructor in English on the Emilie Belden Cochran Foundation</i>	Appointed 1941
FRANCIS BERTRAND MCCARTHY, A.B. <i>Instructor in English and Philosophy</i>	Appointed 1941
EVAN ALBERT NASON, A.B. <i>Instructor in Mathematics</i>	Appointed 1942
ROBERT BATES TAYLOR, A.M. <i>Instructor in Spanish</i>	Appointed 1943
ELBERT COOK WEAVER, A.M. <i>Instructor in Chemistry on the George Peabody Foundation</i>	Appointed 1943
CORNELIUS GORDON SCHUYLER BANTA, S.B. <i>Instructor in Mathematics</i>	Appointed 1944
*JOSEPH RITTENHOUSE WEIR DODGE, A.M. <i>Instructor in English</i>	Appointed 1944

*On leave of absence.

PHILLIPS ACADEMY

*ALEXANDER DUNNETT GIBSON, A.M. <i>Instructor in French</i>	Appointed 1944
JOHN SHAPLEIGH MOSES, B.D. <i>Instructor in Bible</i>	Appointed 1945
FREDERICK ALMOND PETERSON, A.M. <i>Instructor in English</i>	Appointed 1946
ALLAN GEORGE GILLINGHAM, Ph.D. <i>Instructor in Latin and Greek on the John Charles Phillips Foundation</i>	Appointed 1947
PETER QUACKENBUSH MCKEE, Ed.M. <i>Instructor in Physics</i>	Appointed 1947
DONALD EMERY MERRIAM, A.M. <i>Instructor in Spanish and French</i>	Appointed 1947
VALLEAU WILKIE, JR., A.M. <i>Instructor in History</i>	Appointed 1948
GORDON GILMORE BENSLEY, A.B. <i>Instructor in Art</i>	Appointed 1949
JOHN RICHARD LUX, S.B. <i>Instructor in Mathematics</i>	Appointed 1949
WILLIAM LOUIS SCHNEIDER, Mus. Ed. B. <i>Instructor in Music</i>	Appointed 1949
WILLIAM RUSSELL BENNETT, JR., A.B. <i>Assistant Dean of Students</i>	Appointed 1950
WILLIAM JOHN BUEHNER, A.M. <i>Instructor in Latin</i>	Appointed 1950
SIMEON HYDE, JR., A.M. <i>Instructor in English</i>	Appointed 1950
REAGH CLINTON WETMORE, M.P.E. <i>Instructor in Anatomy, Chemistry, and Physical Education</i>	Appointed 1950
WALTER F. W. LOHNES, A.M. <i>Instructor in German</i>	Appointed 1951

*On leave of absence.

PHILLIPS ACADEMY

HENRY WARING SCHERESCHEWSKY, A.B. <i>Comptroller</i>	Appointed 1951
FREDERIC ANNESS STOTT, A.B. <i>Director of Development</i>	Appointed 1951
*PHILIP BROWNLIE WELD, B.E. <i>Instructor in Physics and Chemistry</i>	Appointed 1951
WILLIAM FRANKLIN GRAHAM, S.B. <i>Instructor in Mathematics</i> <i>Excusing Officer</i>	Appointed 1952
FRED HAROLD HARRISON, A.M. <i>Instructor in English and Physical Education</i>	Appointed 1952
JOHN CLAIBORNE McCLEMENT, Ed.M. <i>Instructor in Mathematics</i>	Appointed 1952
JOSHUA LEWIS MINER, III, A.B. <i>Instructor in Physics and Science</i> <i>Admissions Officer</i>	Appointed 1952
JAMES HAROLD COUCH, A.M. <i>Instructor in Spanish</i>	Appointed 1953
SHERMAN FREDERICK DRAKE, S.B. <i>Instructor in Mathematics</i>	Appointed 1953
WALTER GEORGE GREENALL, JR., A.B. <i>Bursar</i>	Appointed 1953
EDMOND EMERSON HAMMOND, JR., Sc.M. <i>Instructor in Mathematics and Physics</i>	Appointed 1953
LOUIS JOHN HOITSMA, JR., Ed.M. <i>Instructor in Mathematics</i>	Appointed 1953
ROBERT PENNIMAN HULBURD, A.M. <i>Instructor in German</i>	Appointed 1953
DALTON HUNTER McBEE, A.B. <i>Instructor in English</i>	Appointed 1953
DONALD MILLER CLARK, M.D. <i>Medical Director</i>	Appointed 1954

*On leave of absence.

PHILLIPS ACADEMY

HARFORD WILLING HARE POWEL, JR., A.M. <i>Instructor in English</i>	Appointed 1954
ALBERT KARL ROEHRIG, Ed.M. <i>Instructor in English</i>	Appointed 1954
ROBERT EDWIN LANE, A.M. <i>Instructor in Latin and Russian</i>	Appointed 1955
THOMAS MICHAEL MIKULA, A.M. <i>Instructor in Mathematics</i>	Appointed 1955
HAROLD HOLMES OWEN, JR., A.M. <i>Instructor in English</i>	Appointed 1955
THOMAS JOSEPH REGAN, A.M. <i>Instructor in English</i>	Appointed 1955
RALPH H. R. L. SYMONDS, A.M. <i>Instructor in French</i>	Appointed 1955
WILLIAM BIGGS CLIFT, JR., B.S.M. <i>Instructor in Music</i>	Appointed 1956
FRANK MCCORD ECCLES, S.B. <i>Instructor in Mathematics and Physics</i>	Appointed 1956
BRENDAN JOHN FARRINGTON, A.B. <i>Alumni Secretary, Director of Public Relations</i>	Appointed 1956
RICHARD VALENTINE HEALY <i>Director of Physical Plant</i>	Appointed 1956
JOHN WARD KIMBALL, A.B. <i>Instructor in Biology and Chemistry</i>	Appointed 1956
KARL CADEM LEMP, LL.B. <i>Instructor in Greek and Latin</i>	Appointed 1956
DAVID MELVILLE PYNCHON, A.B. <i>Instructor in English</i>	Appointed 1956
HARRISON SCHUYLER ROYCE, JR., M.I.A. <i>Instructor in History</i>	Appointed 1956
CAMILLE BAUER, Professeur agrégé <i>Instructor in French and German</i>	Appointed 1957

PHILLIPS ACADEMY

LOUIS GARLAND DAVIS, Mus.M. <i>Instructor in Voice and Public Speaking</i>	Appointed 1957
CHARLES FREDERICK DEY, A.B. <i>Instructor in History</i>	Appointed 1957
GERALD DENTON FERRIS, A.M. <i>Instructor in French</i>	Appointed 1957
ARTHUR WILLIAM GOODALL, Ed.M. <i>Instructor in Science</i>	Appointed 1957
GERALD SHERTZER, B.F.A. <i>Instructor in Art</i>	Appointed 1957
WILLIAM HENRY YALE STEVENS, S.B. <i>Instructor in Chemistry and Physics</i>	Appointed 1957
GEORGE WILLIAM BEST, S.B. <i>Instructor in Mathematics</i>	Appointed 1958
THOMAS LEROY HANKINS, S.B. <i>Instructor in Science</i>	Appointed 1958
RICHARD KENNERLY MARSHALL, A.M. <i>Instructor in Latin</i>	Appointed 1958
CLEMENT MORELL, A.M. <i>Instructor in Mathematics</i>	Appointed 1958
FREDERICK ARNOLD PEASE, JR., B.D. <i>Instructor in Religion</i>	Appointed 1958
JACQUES GEORGE TALLOT, Professeur agrégé <i>Instructor in French</i>	Appointed 1958
JAMES BENENSON, JR., S.B. <i>Teaching Fellow in Chemistry</i>	Appointed 1958
JAMES ROY KOLSTER, A.B. <i>Teaching Fellow in Mathematics</i>	Appointed 1958
THOMAS EVANS TALLEY, A.B. <i>Teaching Fellow in Latin</i>	Appointed 1958

PHILLIPS ACADEMY

ADMINISTRATIVE DEPARTMENTS

Correspondence with administrative officers should be addressed to them at George Washington Hall. Office hours: week days, 9:00 a.m. to 12:00 and (except Saturday) 2:00 p.m. to 5:00 p.m. Appointments should be made in advance if possible. For information, call or see Miss Meredith Thiras, Receptionist (telephone GREENleaf 5-3400), during office hours.

HEADMASTER'S OFFICE

JOHN MASON KEMPER, L.H.D., Litt.D., *Headmaster*
MRS. AMY R. ROBINSON, *Secretary to the Headmaster*

ADMISSIONS OFFICE

ROBERT WHITTEMORE SIDES, A.B., *Director of Admissions*
JOSHUA LEWIS MINER, III, A.B., *Admissions Officer*
HARPER FOLLANSBEE, STEPHEN WHITNEY, *Interviewing Officers*
MRS. RETA C. SEMPLE, *Secretary to the Director*

SUMMER SESSION OFFICE

STEPHEN STANLEY SOROTA, S.B., *Director of the Summer Session*

OFFICE OF THE DEAN OF THE FACULTY

ALAN ROGERS BLACKMER, A.M., L.H.D., *Dean of the Faculty*

OFFICE OF THE DEAN OF STUDENTS

GEORGE GRENVILLE BENEDICT, A.M., *Dean of Students*
WILLIAM RUSSELL BENNETT, JR., A.B., *Assistant Dean of Students*
WILLIAM FRANKLIN GRAHAM, S.B., *Excusing Officer*
RUTH M. WHITEHILL, *Secretary*
MRS. JANE H. MUNROE, *Recorder*

BUREAU OF SELF-HELP

FLOYD THURSTON HUMPHRIES, A.B., *Director of the Bureau of Self-Help*

TREASURER'S OFFICE

HENRY WARING SCHERESCHEWSKY, A.B., *Comptroller*
WALTER GEORGE GREENALL, JR., A.B., *Bursar*
RICHARD VALENTINE HEALY, *Director of Physical Plant*
MARION E. HILL, *Assistant Bursar*
MRS. ANN L. HYDE, *Executive Secretary*
EVELYN H. GORDON, *Director of Student Accounts*

PHILLIPS ACADEMY

OFFICE OF THE SECRETARY OF THE ACADEMY

M. LAWRENCE SHIELDS, A.B., *Secretary of the Academy*
MRS. RUTH A. WHITE, *Secretary*

OFFICE OF THE ASSISTANT TO THE HEADMASTER

JAMES RUTHVEN ADRIANCE, A.B., *Assistant to the Headmaster*

ALUMNI AND PUBLIC RELATIONS OFFICE

BRENDAN JOHN FARRINGTON, A.B., *Alumni Secretary, Director of the Alumni Fund,
and Director of Public Relations*

DEVELOPMENT OFFICE

FREDERIC ANNESS STOTT, A.B., *Director of Development*

DEPARTMENT OF HEALTH

DONALD MILLER CLARK, M.D., *Medical Director*
MICHAEL ANGELO GRAVALLESE, M.D., *Associate School Physician*
NICHOLAS D. RIZZO, M.D., *Consulting Psychiatrist*
ALBERT KARL ROEHRIG, A.B., *Psychologist*
MRS. VERA B. WESTOVER, *Administrator*
EILEEN A. HALL, *Medical Secretary*

Local Consultants

GEORGE WEST, M.D., *Radiologist*
ROBERT J. JOPLIN, M.D., *Orthopedist*
JOHN JOSEPH LORENTZ, M.D., *Physical Medicine and Rehabilitation*
JOHN PAUL HOLIHAN, M.D., *Anesthesiologist*
DOUGLAS MALCOLM DUNBAR, D.D.S., *Senior Dentist*
HERMAN DEWILDE, M.D., D.M.D., *Associate Dentist*
C. PAUL BONIN, D.M.D., *Orthodontist*
MRS. HEDWIG HITSCHMANN, *Speech Therapist*

OLIVER WENDELL HOLMES LIBRARY

ELIZABETH EADES, A.B., S.B., *Librarian*
MRS. DOROTHY B. BLOOM, S.B., *Cataloguer*
BARBARA McDONNELL, A.B., S.B., *Reference Librarian*
(to be appointed), *Assistant Cataloguer*

ADDISON GALLERY OF AMERICAN ART

BARTLETT H. HAYES, JR., *Director*
ANTOINETTE THIRAS, *Secretary and Registrar*

PHILLIPS ACADEMY

ROBERT S. PEABODY FOUNDATION FOR ARCHAEOLOGY

DOUGLAS S. BYERS, A.M., *Director*

FREDERICK JOHNSON, S.B., *Curator*

ALFRED V. KIDDER, Ph.D., *Research Associate in Southwestern Archaeology*

DEPARTMENT OF PHYSICAL EDUCATION AND ATHLETICS

FRED HAROLD HARRISON, A.M., *Director of Physical Education and Athletics*

FRANK FREDERICK DICLEMENTE, S.B., *Instructor in Physical Education*

STEPHEN STANLEY SOROTA, S.B., *Instructor in Physical Education*

REAGH CLINTON WETMORE, M.P.E., *Instructor in Physical Education*

JOHN FRANK BRONK, *Assistant in the Department of Athletics and Trainer*

DEPARTMENT OF MUSIC

WILLIAM LOUIS SCHNEIDER, Mus.Ed.B., *Chairman and Instructor in Stringed Instruments*

LORENE BANTA, Ph.D., *Instructor in Organ*

WILLIAM CLIFT, Mus.B., *Instructor in Brass Instruments*

ALBION METCALF, *Instructor in Piano*

LOUIS GARLAND DAVIS, M.Mus., *Instructor in Voice*

FELIX VISCUGLIA, *Instructor in Woodwind Instruments*

ROLAND MOORE, *Instructor in Guitar and Stringed Bass*

ROBERT PIERCE, Mus.B., *Instructor in French Horn*

MARYAN MCCLELLAND, *Instructor in Cello*

DEPARTMENT OF LANGUAGE TRAINING

MRS. MARY I. BORDEN, *Associate in Language Training*

MRS. RETA V. BUCHAN, *Assistant in Language Training*

MRS. CHARLOTTE WILSON, *Assistant in Language Training*

MONCRIEFF COCHRAN SANCTUARY

GEORGE KNIGHT SANBORN, S.B., *Warden*

CHAIRMEN OF ACADEMIC DEPARTMENTS

ARCHAEOLOGY

ART

ATHLETICS

BIOLOGY

CHEMISTRY

CLASSICS

ENGLISH

FRENCH

GERMAN

HISTORY

MATHEMATICS

MUSIC

PHYSICS

RELIGION

SPANISH

DOUGLAS SWAIN BYERS, A.M.

BARTLETT HARDING HAYES, JR., A.B.

FRED HAROLD HARRISON, A.M.

HARPER FOLLANSBEE, Ed.M.

ROSCOE EDWIN EVERETT DAKE, S.B.

ALSTON HURD CHASE, Ph.D.

EMORY SHELBY BASFORD, A.B.

JAMES HOOPER GREW, D. è L.

WALTER F. W. LOHNES, A.M.

LEONARD FRANK JAMES, A.M.

RICHARD SAWYER PIETERS, A.M.

WILLIAM LOUIS SCHNEIDER, Mus. Ed. B.

JOHN SEDGWICK BARSS, A.M.

ALFRED GRAHAM BALDWIN, D.D.

ROBERT BATES TAYLOR, A.M.

PURPOSE OF PHILLIPS ACADEMY

The purpose of Phillips Academy is to teach "the great end and real business of living," according to its Constitution signed in 1778. Adapted to conditions of modern life, the aim of the Academy remains essentially the same: to intensify and broaden the capacities of its students that they may go out into a larger world with trained minds and bodies, adequate cultural resources, high personal ideals, and a sense of responsibility to society.

Phillips Academy is dedicated to sound scholarship. It endeavors first of all to stimulate in its students a worthwhile curiosity about things of the mind, to induce in them a desire to educate themselves. It fosters the development of discriminating judgment and independence of thought. And through varied work in literature, music, and the arts, creative as well as appreciative, Andover tries to cultivate the imaginations and emotions of its boys.

By long tradition Andover believes in a type of education which makes boys resourceful, self-reliant, and independent. And Andover believes equally in the value of student representation from all parts of the country and the world and from all walks of life. To these boys it offers in ample degree a necessary intellectual and moral discipline, while motivated in its aims by a faith that friendly encouragement and sympathy are the best incentives to solid accomplishment.

From its inception Andover has had as a primary aim the development of character. It promotes the ideals of personal integrity and unselfish service which give point and direction to its whole educational policy. Its religious life is a vital force in the school community.

Phillips Academy is a liberal, modern school with an ancient tradition. It values the benefits passed on to it by many generations. It has contributed to the development of thousands of men directly, and indirectly to the numberless facets of our national life. Thankful for its history, Andover focuses on the present and on the future. Training American boys for service and leadership requires a flexible spirit which will test and try the new while treasuring the riches passed on from the past.

HISTORICAL SKETCH

PHILLIPS ACADEMY is situated at Andover, in the County of Essex, Massachusetts. The Constitution and original deed of gift of the Academy was signed April 21, 1778, by Esquire Samuel Phillips, of the north parish of Andover, and his brother, John Phillips, LL.D., of Exeter, New Hampshire, in the presence, and largely at the instance, of Samuel Phillips, Jr. (then but twenty-six years old), afterward judge of the Court of Common Pleas for Essex County, president of the Massachusetts Senate, and lieutenant governor of the Commonwealth. By this act the Trustees of Phillips Academy became owners of the land in the south parish of Andover on which the chief buildings of the school now stand, together with other endowment comprising further lands and the sum of one thousand six hundred and fourteen pounds. Two years later, on October 4, 1780, the school was incorporated by the Act of Incorporation passed by the General Court of Massachusetts, signed by John Hancock.

The Constitution was written by Samuel Phillips, Jr., with the advice and aid of his friend, Eliphalet Pearson, who became first Master. The following passages are characteristic:

A serious consideration of the premises, and an observation of the growing neglect of *youth*, have excited in us a painful anxiety for the event, and determined us to make, in the following Conveyance, a humble dedication to our Heavenly Benefactor of the ability, wherewith he hath blessed us, to lay the foundation of a public free School or Academy for the purpose of instructing Youth, not only in English and Latin Grammar, Writing, Arithmetic, and those Sciences, wherein they are commonly taught, but more especially to learn them the *great end and real business of living*.

The Master is to give special attention to the health of the scholars, and ever to urge the importance of a habit of industry.

But above all, it is expected that the Master's attention to the disposition of the *minds and morals* of the youth under his charge will exceed every other care; well considering that, though goodness without knowledge (as it respects others), is weak and feeble, yet knowledge without goodness is dangerous, and that both united form the noblest character, and lay the surest foundation of usefulness to mankind.

PHILLIPS ACADEMY

This Seminary shall be ever equally open to youth of requisite qualifications from every quarter.

And, in order to prevent the smallest perversion of the true intent of this Foundation, it is again declared, that the *first* and principal object of this Institution is the promotion of true Piety and Virtue; the *second*, instruction in the English, Latin, and Greek languages, together with Writing, Arithmetic, Music, and the Art of Speaking; the *third*, practical Geometry, Logic, and Geography; and the *fourth*, such other of the Liberal Arts and Sciences or Languages as opportunity and ability may hereafter admit, and as the Trustees shall direct.

Phillips Academy was opened for instruction April 30, 1778, in a building which had earlier been used as a carpenter's shop. The first preceptor was Eliphalet Pearson (1778-1786), a stimulating teacher and stern disciplinarian, who established high standards of instruction. Shortly before he resigned to become professor at Harvard College, a new and larger schoolhouse was built. On November 5, 1789, George Washington, President of the United States, visited Andover and addressed the students assembled on the Old Training Field.

The fourth principal, John Adams, raised the repute of the school, increased the attendance, and enlarged the number of teachers. During his term as principal, on January 28, 1818, the second schoolhouse was burned, and a new brick Academy designed by the famous architect Charles Bulfinch was erected within a year. This "classic hall," described in Oliver Wendell Holmes's centennial poem, "The School-Boy," is still in use.

The modern period of the school's history was ushered in in 1873 with the election of Cecil F. P. Bancroft, a man of foresight and clear vision, patience and shrewd discrimination, who was principal until his death in 1901. Under Dr. Bancroft's administration, attendance increased from 262 to over 400 pupils and since then has never dropped below that figure.

Dr. Bancroft was succeeded in 1902 by Alfred E. Stearns. The purchase in 1908 of the lands and buildings of the Andover Theological Seminary greatly increased the resources of the Academy and made possible new development. In the late 1920's

PHILLIPS ACADEMY

and in the 1930's the school took its present form under a building and landscaping program made possible by the generosity of Thomas Cochran, other alumni, and friends of the school.

Under the administration of Dr. Claude M. Fuess, Headmaster from 1933 to 1948, the faculty was greatly enlarged and strengthened, the curriculum was revised, a number of buildings were added, and (in 1942) the Andover Summer Session was begun. In World War II Andover men served in each of the services, and 143 gave their lives. During much of the war Henry L. Stimson served as President of the Trustees as well as Secretary of War.

John M. Kemper was elected Headmaster in 1948. Since then, athletic facilities have been greatly increased, particularly by the construction of the Memorial Gymnasium and the Sumner Smith Hockey Rink. Two new dormitories of advanced design were completed in 1958. The endowment has grown from eleven to twenty-one million, and attendance has increased from 725 to 789. The curriculum has been revised to provide increased flexibility. In 1952-1953, under Andover leadership and with a grant from the Ford Foundation, the important study, *General Education in School and College*, was completed. It has since led many institutions to encourage advanced standing in college and has resulted in the introduction into the Andover curriculum of new, advanced, college-level courses. In 1955, in response to the national teacher shortage, the school inaugurated the Andover Teaching Fellow Program to recruit and train young men for teaching.

Three recent decisions have been of significance in the development of the modern Andover. One was the decision to admit each year the best 250 candidates regardless of their ability to pay tuition. Another was to increase the tuition to support increases in faculty pensions and salaries. A third was to permit the school to continue its moderate, healthy growth to 850, the capacity of the Meeting Room, Chapel, Commons, and Gymnasium.

*COURSE OF STUDY

The curriculum of Phillips Academy combines a required core of studies believed to be fundamental to a liberal education and elective courses designed to fit the special needs and interests of the individual student. The total program normally includes four years of English, three years of mathematics, three years of one foreign language, a year of American history, a year of a laboratory science, one course in art or music, one course in the Bible, and four or five additional courses. Instruction is given in all subjects required for entrance to higher institutions, whether liberal arts or technical.

Classroom groups are small enough to permit individual attention, and students are placed in sections fitted to their attainment. Honors and advanced courses offer particularly able and well-prepared students opportunity to progress at a rate commensurate with their ability and ambition. Several departments offer courses beyond the level of preparation for college.

For full membership in a given class, students should be credited with the work of the lower classes or its equivalent. Boys are rated as members of a given class, however, if their deficiencies for full membership in it do not exceed one major course.

Every boy is assigned to a Class Officer, who advises in the selection of courses designed to meet Andover's diploma requirements, college entrance requirements, and the student's particular interests. The Class Officer also recommends such subsequent changes as are necessary or advantageous. It is highly desirable that, before conference with the Class Officer, students and parents acquaint themselves as fully as possible with the Academy's basic requirements and with the possibilities of its flexible program. Also, all applicants, and especially those for the Upper

*See pages 58-76 for "Description of Courses."

PHILLIPS ACADEMY

Middle and Senior classes, should familiarize themselves at the earliest possible date with the entrance requirements of the colleges which they may wish to enter.

DIPLOMA REQUIREMENTS

The diploma requirements for students entering Phillips Academy for the full four years are indicated below. Certain modifications are permitted for boys entering after the Junior year (9th grade). The Admissions Office will welcome inquiries concerning specific requirements for such boys.

4 units of English

3 units of mathematics

*3 units of one foreign language, either ancient or modern

1 unit of history, normally American

1 unit of laboratory science

†½ unit of ancient history in the Junior year

†½ unit of elementary science in the Junior year

3 units of elective courses

‡Bible in the Lower Middle year

‡Art and Music, or Studio Art, or Music in the Upper Middle year

‡An elective minor in the Senior year

In addition, candidates must pass all courses in their Senior year even though they may be ahead in units.

*Two units of each of two foreign languages are permitted under special circumstances.

†Qualified boys may take a second foreign language in place of these two minor courses.

‡Qualified boys are allowed to substitute a fifth major course for the required minor in one or more of the last three years.

PHILLIPS ACADEMY

THE NORMAL FOUR-YEAR PROGRAM

Junior Year (9th grade)

English 1	5	periods per week
Mathematics 1	5	" " "
†Foreign Language 1	5	" " "
History 1 (Ancient)	3	" " "
Elementary Science (or a second foreign language replacing history and science)	3	" " "
	—	
Total	21	" " "

Lower Middle Year (10th grade)

English 2	4	periods per week
Mathematics 2	4	" " "
Foreign Language 2	5	" " "
*Elective (major)	4 or 5	" " "
Bible 1	2	" " "
	—	
Total	19-20	" " "

Upper Middle Year (11th grade)

English 3	4	periods per week
Mathematics 3	5	" " "
Foreign Language 3	4	" " "
*Elective (major)	4 or 5	" " "
Art & Music, or Studio Art, or Music	2	" " "
	—	
Total	19-20	" " "

†Greek, Latin, French, or German. Spanish by special permission.

*One elective major in the three upper years must be a laboratory science. If a second foreign language was begun in the Junior Year, the elective in the Lower Middle Year must be the second year of that language.

PHILLIPS ACADEMY

Senior Year (12th grade)

English 4	4	periods per week
History 4 (American)	5	" " "
*Elective (major)	4 or 5	" " "
*Elective (major)	4 or 5	" " "
Elective (minor)	2	" " "
<hr/>		
Total	19-21	" " "

*One elective major in the three upper years must be a laboratory science.

Elective Majors

English 5, 5c	†Physics
Greek 1, 2, 3	†Mathematics 4
Latin 1, 2, 3, 4	†Mathematics 5
French 1, 2, 3, 4, 5	†Art Major
German 1, 2, 3, 4	†Music Major
Spanish 1, 2, 3, 4	†Religion
Biology	†History 3 (English)
†Chemistry	‡History 2 (European)

No credit is given for less than a two-year sequence in any foreign language.

Three and four year boys normally may not count both French and Spanish toward the diploma.

†Normally for Upper Middlers and Seniors only

‡Not permitted after the Lower Middle year

PHILLIPS ACADEMY

Elective Minors (ordinarily for Seniors only)

Greek	Instrumental Lessons
Latin	Music Appreciation
French	Mathematics T
German	Mechanical Drawing
Spanish	Navigation
Russian	Bible 2
Anatomy	Contemporary Affairs
Anthropology	Philosophy
Chemistry S	Public Speaking
Physics S	Social Problems
Orchestra	Advanced Studio Art
Chorus	Advanced Art Appreciation
Concert Band	Studio Art
Harmony	

Special Courses

Special courses designed to cover the work of two years in one are open to properly qualified boys in mathematics, French, and Latin for Juniors; and in German, Greek, Russian, and Spanish for Seniors.

Honors Courses and Advanced Placement

The Andover curriculum offers honors courses in most departments. It also provides special programs in mathematics, Latin, and the modern foreign languages, designed to cover four years' work in three or five years' work in four, and a two-year honors sequence in the physical sciences. The honors courses and sequences are open, on invitation of the departments, to especially able and ambitious students.

A large number of Andover seniors take College Board Advanced Placement Tests in May to establish advanced placement in college courses or credit towards the college degree.

GENERAL INFORMATION

PLAN OF RESIDENCE AND EATING

Andover students live together by classes in the Academy dormitories and faculty houses. Each building is under the close supervision of the resident Faculty housemaster.

Most Juniors are assigned to Williams Hall and Rockwell House. The former, including its annexes, Junior House and Stott Cottage, is equipped with recreational facilities for fifty-six boys, who occupy single or double rooms. Rockwell House, on the other hand, has only single rooms in addition to its recreational facilities. Both buildings are subject to the special regulations and supervision found helpful to boys of this age in making a successful transition from home to boarding school life. Carefully selected senior proctors play an important part in the activities of both Junior units.

In the Lower Middle year all boys live in small groups in some thirty Faculty Houses and Cottages, where they receive careful guidance but also enjoy a degree of independence suited to their increased maturity.

The majority of Upper Middlers and Seniors, having gained in their ability to profit from relatively great independence and freedom, are housed in large brick dormitories. Although supervision and guidance is maintained throughout, the older boys are permitted greater latitude in the exercise of their daily affairs.

All boys eat in their own class dining rooms in The Commons.

FACULTY COUNSELORS

Each Andover student is under the direct charge of a Faculty Counselor, who is the master of the house in which the boy lives. He knows intimately the background, the character, and the

PHILLIPS ACADEMY

standing of each of his boys. With such knowledge of a student's individual needs, the Counselor acts as his friendly advisor in all that concerns his welfare and his happiness. The Counselor is usually the member of the Faculty most intimately in touch with the student and his parents.

RELIGION

Phillips Academy is an inter-denominational school whose origin and traditions rest firmly upon a liberal Protestant faith and system of values.

Chapel Services, both Sunday and weekdays, are an integral part of school life. The services on Sunday are usually conducted by the Headmaster and the School Minister. Among the list of visiting preachers invited to Andover during the school year are Headmaster Emeritus Dr. Claude M. Fuess, Rt. Rev. Anson Phelps Stokes, Dr. Herbert Gezork, Rev. Robert Russell Wicks, Bishop G. Bromley Oxnam, Rabbi Morris S. Lazon, Rev. Howard Thurman, Rev. William Coffin, Rt. Rev. Henry Wise Hobson, Rev. Howard L. Rubendall, Rev. Sidney Lovett.

Attendance at these services is required, although on Sundays boys who prefer to do so may attend services at other Protestant or Roman Catholic churches in Andover. A number of times each term arrangements are made by which students of Jewish faith may attend their own services either at the Academy or at a synagogue in the vicinity of Andover.

This arrangement recognizes two sets of values: a close connection of each boy with his own chosen denomination, and a program of worship within the life of the school that emphasizes the common elements in our religious faiths.

In a school made up of students from varying backgrounds it is not possible to satisfy fully all the special requirements of varying sects and denominations. Therefore, no one should apply for ad-

PHILLIPS ACADEMY

mission to Andover who feels that the ritualistic practices of his own faith must be literally followed under all circumstances.

In the school's Chapel Services effort is directed towards achieving a worship that supports the aspirations and insights of all students while denying to no one the right to hold to his own beliefs. It is hoped that the program will help to develop the boy's devotion to God and his confidence in religion as a source of strength; strengthen his convictions in the rightness of the highest values which our civilization has nurtured; and, at the same time, increase his respect for and understanding of the aspirations of other denominations and creeds.

It is expected that both those individuals who enjoy minority religious status as well as those who enjoy majority status will, with equal eagerness, seek these goals by means of which Phillips Academy endeavors to achieve harmony and unity in diversity.

CULTURAL OPPORTUNITIES

Andover has always demanded and will continue to demand a high standard of accomplishment in the prescribed course of study. At the same time the school believes that a boy's interests should be widened as far as possible beyond the subjects of the curriculum. Through the Oliver Wendell Holmes Library, the Robert S. Peabody Foundation for Archaeology, the Addison Gallery of American Art, the Department of Music, and the Moncrieff Cochran Sanctuary, the boys are given a chance to interest themselves in subjects which may in later life become delightful hobbies or even major pursuits and professions.

A number of distinguished men and women are invited to the Academy each year as lecturers and guest artists. During the season of 1957-58 the Stearns Lecturer was Jacques Barzun, Dean of the Graduate Faculties in Columbia University. Henry L. Roberts, Director of the Russian Institute at Columbia, gave the

PHILLIPS ACADEMY

Hosch Lecture and held conferences with students concerning relations between the United States and Russia. Mr. John M. Fox gave the Lana Lobell Lecture and held conferences with students concerning the American business community. The Cum Laude Address was given by Geoffry Bush of Cambridge, Massachusetts. Among the guest artists to appear in George Washington Hall were Emlyn Williams, Marais and Miranda, balladeers, and Iva Kitchell, dancer. The Sawyer Concert was given by the Virtuosi di Roma (Collegium Musicum Italicum di Roma).

Other distinguished speakers to appear before the School in 1957-1958 were Mr. Philip Allen, Professor Amiya Chakravarty, Mr. Joseph Salerno, Dr. Claude M. Fuess, Dean Wilbur J. Bender, Professor Norman Holland, Mr. James Babb, Admiral Henry E. Eccles, Mr. Valdemar Johnson, Dr. John S. Rinehart.

THE OLIVER WENDELL HOLMES LIBRARY

The Oliver Wendell Holmes Library (1929) was given by Williams Cochran, class of 1895, Moncrieff M. Cochran, class of 1900, and Louise Cochran Savage. It was named in honor of the poet and physician, a member of the class of 1825.

The early library of Phillips Academy numbered but a few volumes. Some of these are preserved in a separate collection as the Library of 1819, composed for the most part of Latin texts, lexicons, editions of the classics, orations, and sermons. There are over 70,000 volumes today, carefully distributed among the humanities and sciences, catalogued according to the Dewey system with cards from the Library of Congress, and superbly housed in a Georgian building equipped with stacks, work-rooms, studies, an exhibit hall, reference and reading rooms, all that goes to make a library complete.

Particular treasures of the Library are an original elephant

PHILLIPS ACADEMY

folio of Audubon's *Birds of America* and contemporary accounts of John Paul Jones, given by Thomas Cochran of the class of 1890; papers and books of the poet, Oliver Wendell Holmes, for whom the Library is named; part of the library of Guy Lowell, architect of many of the Academy's buildings; a notable collection of 259 volumes on English Public Schools; the Mercer Collection on sports; publications by graduates and memorabilia of the Academy; classics given in memory of Allen R. Benner; "O.S.S. Maps" presented by General Donovan; Early Americana given by Nelson S. Taylor of the Class of 1900; an historical map of the Academy by Stuart Travis in the Freeman Room. Rare Vergiliana, gathered by Charles H. Forbes, and a handsomely bound collection of French literature, selected by Charles A. Parmelee, are kept in separate rooms open to all who may be interested.

THE ADDISON GALLERY OF AMERICAN ART

The Addison Gallery of American Art (1930) was established in memory of Mrs. Keturah Addison Cobb, "to enrich permanently the lives of the students of Phillips Academy, by helping to cultivate and foster in them a love for the beautiful." The original gift included important objects of American art with endowment for the maintenance and operation of the building, and a small fund for additional purchases.

It is the aim of the Addison Gallery to serve as a center where students in Phillips Academy, and outside visitors, may develop their cultural interests. To this end, frequent loan exhibitions are held throughout the year. Some are directly related to the courses in the school curriculum; others are of general interest. The introductory courses in Art and Drawing and Painting are held in the Gallery, which is also the center of voluntary work during spare time. Closer correlation with other courses is being sought

through the collection and circulation of material for classroom exhibitions.

In addition to its activities as a part of Phillips Academy, the Addison Gallery is always open to the general public and offers educational opportunities to schools and organizations in the neighboring communities.

The nucleus of the present collection of American paintings was presented to Phillips Academy in 1928 by several friends of the school. The collection, now including nearly two thousand items, is recognized as among the outstanding specialized collections in the country. Allston, Copley, Morse, Stuart, West and others represent the Colonial period. Of especial importance among the many paintings of the nineteenth century are examples by Cole, Doughty, Eakins, Homer, Inness, LaFarge, Ryder, Twachtman, Whistler. The early part of the present century is shown in the work of such men as Bellows, Davies, Demuth, Hassam, Hopper, Luks, Marin, Prendergast and Sloan. Recent acquisitions of contemporary paintings, sculpture, prints, and drawings complete an exceptionally well-balanced collection.

Models of American ships, built to uniform scale, are also installed in the Addison Gallery. This collection forms a comprehensive survey of American shipping in the sailing era, with a few examples from the present day. In addition to a collection of 18th Century American silver, that of the James B. Neale bequest, received in 1946, selections of furniture, glass, and pewter of the Colonial period from the Mabel Brady Garvan Collection at Yale University are on permanent exhibition.

Among recent publications of the Addison Gallery are two books: "Layman's Guide to Modern Art," 1949-54; "The Naked Truth and Personal Vision," 1955, based on special exhibits arranged in connection with the Upper Middle course in Art. All are simply written and intended for adult as well as for student readers.

PHILLIPS ACADEMY

An Art Film Library of some three dozen titles was established in 1954 to service schools and colleges in New England, as well as the Academy community.

THE ROBERT S. PEABODY FOUNDATION FOR ARCHAEOLOGY

The Robert S. Peabody Foundation for Archaeology, established in 1901 by Robert Singleton Peabody, Class of 1857, provides a fund for the maintenance of research in archaeology and for the museum, which was opened in 1903. The Foundation has carried on extensive archaeological research in the southeastern states and the Southwest and is continuing such work in New England and the Maritime Provinces.

In the exhibition halls there are to be seen collections from many of the principal Indian archaeological cultures. A decorative map of North America by the late Stuart Travis, concerned with the main culture areas of the continent, is mounted on the stairway. A model of a former Andover Indian village and a model of a portion of the pueblo of Pecos in New Mexico are also on display.

The Foundation offers a two-hour elective course dealing with the life of the Indians and the pre-history of North America.

A library, open to all, offers an opportunity for reading and research in the varied phases of aboriginal American life.

The Foundation has an extensive publication list, which is available at the museum office.

THE MONCRIEFF COCHRAN SANCTUARY

The Moncrieff Cochran Sanctuary is a sixty-five-acre tract adjacent to the campus, ideally located to serve as a center for conservation education as well as a place of beauty for relaxation

and enjoyment. Its two ponds attract ducks and geese, and its varied terrain and plant life draw land birds of many species. Landscaped areas planted with dogwood, rhododendron, and azaleas, and natural wild glades where grouse and pheasant nest offer a variety of interest to students and visitors.

STUDENT ACTIVITIES

Student hobby groups, clubs, and voluntary enterprises of various kinds are an extremely important part of life at Phillips Academy, changing from year to year in scope and organization, depending upon student interest. Student activities may roughly be classed as literary, musical, forensic, scientific, and general. Each club is under student leadership, advised by a member of the faculty who is experienced in that field of activity.

The Phillipian, founded in 1878, is the school newspaper and publishes every Wednesday of the school year. Students on both the editorial and the business boards may obtain valuable experience, either in writing or in business practice.

The Mirror, founded in 1854, is the undergraduate literary magazine, which appears twice a year, in the winter and spring terms. Positions on the literary, business, and photographic boards offer the profitable and interesting experience of working toward the publication of a magazine written solely by the students.

The Pot Pourri is the Academy yearbook, published after the end of each year. It contains pictures and personal information concerning all Seniors and non-returning Upper Middlers, group pictures of all school organizations, and many special features. The three boards, editorial, business, and art, offer excellent opportunities for the development of literary, business, or artistic talent. This book is the chief permanent record to which alumni turn in later years for the record of their years at Andover.

The Dramatic Society is an organization for all students interested in acting, directing, stage design, scenery construction, lighting, and business managing. The major production each year is a Shakespeare play, or its equivalent, but where the schedule permits, modern plays, both straight and musical, are presented.

One of the most important groups within the Society is the *Stage Crew*. Carpenters, painters, shifters, electricians, and special effects men work together under a stage manager and a chief electrician. Their job is to build the sets and operate the staging for all the plays. Younger boys are encouraged to try out for the Stage Crew.

Another branch of the Society is the *Theatre Workshop*, whose intent is to offer further opportunities for students to participate in play readings, the production of one-act plays, and at least one full-length play each year. The organization particularly welcomes lower classmen. The Senior Class has a good chance to show its talent in the preparation of the Class-Day play. The best of these in the past have been full-length musical plays, written, produced, and directed by Seniors. The performance is on Class Day in June and is presented for parents and alumni. A final group of plays under the auspices of the Dramatic Society is that given in French, German, Latin, and Spanish, and directed by Faculty members from the foreign language departments. The language plays are projects of *language-interest clubs* that feature, in addition, illustrated lectures, motion pictures from the country of their choice, and conversation. Often these groups meet around the dinner table.

Debating and school forums are held by *Philo*, properly the *Philomathean Society*, founded in 1825. Regular meetings, held bi-monthly in the faculty room, normally open to members only, provide forums for the discussion of local, national, and international issues. From time to time there are debates against visiting teams which students may attend. Each year Philo spon-

sors a prize debating contest, and the organization has sponsored visiting lecturers and discussion leaders to stimulate interest in economic, social, and political problems. Some instruction in debating technique, in public speaking, and in parliamentary procedure is offered.

Students interested in art may work in the studio of the Addison Gallery with the *Design Club*.

Model Airplane enthusiasts may enjoy their hobby on outlying fields and may prepare for a competition with another school. Available for members for building planes and storing their equipment is a room in the basement of Paul Revere Hall equipped with electric saw, individual lockers, wide benches, and fluorescent lighting.

Letter-press printing may bear the imprint of the *Paul Revere Press*. The shop consists of a complete print shop with two presses located in George Washington Hall, convenient to the school's service department.

The *Camera Club* has a dark room in the basement of Peabody House where students may develop, enlarge, and print their own photographs. Depending upon interest, groups meet for the discussion of the fine points in the art of photography.

The *Radio Club* not only has a room in the basement of Morse Hall where radio sets may be constructed and repaired, but at the radio shack it also has facilities for transmitting and receiving amateur broadcasts from fellow "hams." Code and theory classes are held in response to need.

Students who wish to construct furniture, models, or special equipment enjoy the *Woodworking Club*. The shop is well supplied with hand and power tools.

The *Rifle Club*, a large and active organization, gives boys who are interested in indoor rifle shooting, particularly upper-classmen, an opportunity to fire for pleasure, for National Rifle

Association awards, and in interscholastic competition. The range is in the basement of Pearson Hall.

Model Railroaders may meet in the basement of Paul Revere Hall, where a layout has been constructed.

The chemistry laboratory is open, on schedule and under supervision, to experimenters in chemistry or physics (*Science Club*). Astronomers will find both a reflecting and a refracting telescope on the campus. One of them is housed in an observatory (*Astronomy Club*). A group interested in tapes and records makes recordings of school events (*Audio Club*). Modest lapidary equipment is on hand for those boys who are interested in gems and minerals (*Minerals Club*). Identification of minerals is another interest of this club. For the budding engineer, a 125 HP dynamometer with a Chevrolet engine on its jacks invites man-size experiments (*Mechanics Club*). A supply of machinist's tools is available for the boy who is happiest in overalls.

Outings in search of Maine lobsters, the best ski trails, or another mountain to climb are objectives of the *Outing Club*. Canoeing, fishing, and rock climbing are also popular with the group.

The *Stamp Club* meets in Cooley House. High spots in the club's program include an exhibition and a banquet. Philatelists are urged to bring their duplicate stamps and covers for trading.

The *Film Society* sponsors a program of unusual films, early classics, as well as foreign and domestic films of superior quality or of especial interest. These programs are offered in the Winter Term only.

The *Natural History Club* works in close cooperation with the Biology Department and the Cochran Bird Sanctuary. There are widely varied opportunities to study the animal and plant life of the region, both in the laboratory and in the field. Trips are taken to nearby points of interest. The club is licensed to carry on a bird-banding program.

The *Phillips Society* and its activities are based on the effort

to understand better the meaning of life, to see more clearly the needs and problems of people, and to help meet these needs. Membership in the Phillips Society is open to any boy who wishes to participate in its program and activities.

The Phillips Society's interests are suggested by a list of some of its activities:

Receptions for new boys and for foreign students.

The raising of money for Red Cross, United Fund, the Salvation Army, the Grenfell Association, National Health Agencies, and other organizations and projects.

Conducting a program of forums, conferences, chapel talks, and discussion groups.

Collection of old clothes, books, and other articles for distribution to schools and hospitals.

Field trips to hospitals, factories, recreation centers.

Sunday School teaching and deputation work in the churches in Andover and vicinity.

Among the extracurricular activities in the field of music are the *Marching Band* and the *Chorus* (combining both choir and glee club), which takes part in many concerts as well as in an annual musical show. Other musical organizations are the *Orchestra*, the *Aces* (a dance band), and the *Eight-in-One Octet*. A well-stocked record library is located in the *Record Room* where recorded concerts are given from time to time.

ATHLETICS AND PHYSICAL EDUCATION

Athletics and physical education are important at Andover. The physical education, intramural, and interscholastic programs involve every student; participation is required. The objective is development by each boy of his physical capabilities and of such qualities as courage, self-confidence, self-discipline, and self-control.

Each new boy must take a swimming test; non-swimmers must take special instruction until they meet minimum standards of proficiency. During his Junior year, every boy takes two hours a week of physical education in addition to his regular afternoon program of athletics. The morning program of swimming, track, and gymnastics attempts to develop early in the boy's career the self-confidence and physical skills essential for successful participation in the more advanced phases of the program. Standards of performance are based on the individual's own physical capacity.

The intramural and interscholastic programs provide competition at all levels in seasonal sports. Outside games are scheduled with neighboring high schools, preparatory schools, and college freshmen. During the fall, the sports offered are football, soccer, gymnastics, rowing, cross country, and tennis; in the winter, basketball, swimming, hockey, wrestling, squash, track, skiing and boxing; in the spring, baseball, tennis, golf, track, rowing, lacrosse and life-saving.

The Academy assumes no responsibility for injuries sustained by students while participating in such exercise or sports. The Medical Director's services, however, will be rendered and infirmity care provided without charge except for illnesses and accidents covered by the Andover Student Sickness and Accident Insurance Plan and family insurance.

Following the urgent recommendation of the Medical Director and the Athletic Department, parents are strongly advised to see that, if their sons wear glasses, they be provided with shatter-proof lenses, not only to minimize danger of injury on the athletic field but also to obviate possible loss of time in replacing lenses broken in the normal wear and tear of school life.

See page 43 regarding athletic equipment.

HEALTH SUPERVISION

Under the supervision of the Medical Director, every effort is made to improve each student's health, prevent disease, and to diagnose and treat illnesses and injuries which may occur. Before school opens, every student is asked to have a general physical examination by his family physician as well as certain screening laboratory procedures, tetanus toxoid, typhoid-paratyphoid injections, smallpox vaccination, and Salk vaccine. His family is asked to answer questionnaires which will tend to reveal significant symptoms or illnesses noted in the past.

Immediately after the student has been admitted to the Academy, complete dental and lung X-rays and careful ear and eye examinations for function are done. Tests for speech defects, reading speed, and the presence of language disability are completed. The full-time Medical Director and his associate, with the assistance of several consultants associated with the Medical Department and representing various fields, then correlate all the above information. By this means it may be possible to form a fairly accurate estimation of the student's physical status and the ease with which he may be expected to adjust to the school environment.

The Isham Infirmary is a fifty-five bed hospital recognized by the American Hospital Association. The Infirmary has a modern X-ray department, a clinical laboratory and a full-time X-ray technician. A well-equipped physiotherapy unit is under the direction of a qualified physiotherapist. Graduate nurses are in residence throughout the school year. The Infirmary is equipped to care for most serious medical and surgical emergencies as well as many other diseases and conditions commonly encountered.

When illnesses and injuries arise in the student body, they are first screened and treated when feasible by the Medical Director or his associate. If highly specialized care is required, easily

available local staff consultants and hospitals or Boston physicians and nationally known medical institutions are employed forthwith. Minor illnesses are reported to the parents by letter. Conditions which require treatment under general anesthesia or approach major proportions are reported by telephone to the student's family by the Medical Director as soon as a working diagnosis has been established.

The dental staff consists of three dentists representing the fields of dental surgery, general dentistry, and orthodontistry. There is a full-time dental hygienist. The fields of psychiatry and psychology are represented by a part-time psychiatrist and a psychologist who is on a full-time basis.

The Infirmary Committee meets with the Medical Director every three months to discuss policies of health and administration. The members of the committee are John Peters Stevens, Jr., Charles Stafford Gage, Sumner Smith and Peter Capra, and B. Allen Rowland.

DAILY SCHEDULE

Chapel	7:50 A.M.
Recitation hours	8:12 A.M. to 12:50 P.M.
Athletics	2:00 P.M. to 3:30 P.M.
*Recitation hours	4:13 P.M. to 6:00 P.M.
Evening study hours begin	8:00 P.M.
†Sunday chapel service	11:00 A.M.

*Wednesday and Saturday afternoons are half-holidays.

†Vespers at 5:00 P.M. during the Winter Term.

WORK PROGRAM

The Phillips Academy work program, in which every boy takes part, has two objectives: to train boys to do useful work well and to reduce the operating costs of the Academy. Operating under the supervision of members of the Faculty, the work pro-

gram has become an essential part of the democratic life of the Academy.

The work program has three phases: (a) the daily care of dormitory rooms and corridors, under the direction of house-masters, (b) work in the Commons, to which all boarding students are assigned for two or three (non-consecutive) weeks during the year, and (c) work on the grounds and in the school buildings, under the supervision of members of the Faculty.

GRADES AND REPORTS

Reports on the student's work are sent to the parents or guardian twice a term. Grades are based on the results of both daily work and examinations. They are recorded on a scale of 100, in which 60 is the passing mark and 80 or over is an honor grade.

Counselors' reports are sent to parents at least twice a year.

DISCIPLINE

Phillips Academy seeks to help boys develop certain desirable attitudes and habits so that they will be sound and healthy individuals and good citizens of their community. The Academy bases its disciplinary policy on the assumption that each boy will, at all times and places, conduct himself as a gentleman. The Academy tries to inculcate in a boy personal integrity, responsibility for his behavior, self-control, and a sense of individual purpose. It believes that discipline should foster clear, independent thinking, good judgment, and sound scholastic achievement. In each boy, from the beginning of his career in Andover, the Academy aims to cultivate a sense of just pride in his school and of responsibility to an orderly society. The School has made its rules in accordance with these principles.

The School expects boys to occupy themselves with their

studies and other school work during all study hours. A student is expected to meet all fixed appointments, such as recitations, daily chapel or assembly, Sunday chapel, required athletics, or study hours. All appointments immediately preceding and following vacations and holidays the School considers especially important. Six unexcused absences in a term render a boy liable to discipline, as does an accumulation of demerits.

A student renders himself liable to dismissal if he is guilty of dishonesty, if he drinks or possesses alcoholic beverages, if he is absent from school bounds without permission, or if he is anywhere or at any time guilty of conduct unbecoming a gentleman.

Students may not possess, rent, or drive any motor vehicle within bounds, nor may they possess or use firearms or explosives of any sort, except as authorized under the rules of the Academy Rifle Club. Boys in the upper two classes only may smoke at certain specified times and places. Only day students may use bicycles. Only Seniors may have radios or wireless apparatus in their rooms; sets are available for the use of others in the common rooms of each class.

OUT-OF-TOWN EXCUSES

Students whose scholastic standing is satisfactory may with permission take two out-of-town excuses per term. Seniors are allowed five if they are passing all courses.

ROOM EQUIPMENT AND CLOTHING

The Academy provides each student with bed and mattress, pillow, bed linen, one blanket, chiffonier, desk, desk-chair, and easy chair. In the double rooms these items are provided for each occupant.

All boys are required to wear coats and neckties to recitations,

meals, chapel, and Assembly. Various sport combinations, including clean khaki trousers, are permitted; but a suit with a white shirt and appropriate socks and shoes is required for Sunday church and other formal occasions. All wearing apparel and personal effects should be plainly marked with the student's name.

All *protective* athletic equipment is furnished by the Academy. All other athletic equipment must be supplied by the boy. He is urged to bring along whatever he already possesses but *not* to purchase anything new before coming to school. Substantial savings can be made on purchases through the Athletic Department. A limited supply of athletic shoes is available on a loan basis for scholarship boys.

The Academy does not issue a detailed list of necessary equipment, but in addition to the above, the following are suggested:

Two or three extra blankets or the equivalent.

Warm overcoat or jacket for the winter months.

Overshoes and rubbers for the winter months.

PHILLIPS ACADEMY

COLLEGE MATRICULATION—CLASS OF 1958

Senior college candidates in 1958	226*
Admitted to college	220*
Number of colleges entered	44

<i>College</i>	<i>Number of Students</i>	<i>College</i>	<i>Number of Students</i>
Amherst	1	Massachusetts Inst. of Tech.	4
Beloit	1	Michigan, University of	6
Boston University	1	Middlebury	1
Bowdoin	4	Oberlin	2
British Columbia, University of	1	Princeton	21
Brown	19	Rensselaer Polytechnic Institute	1
California Institute of Technology	2	Ripon	1
California, University of	1	Rochester, University of	1
Carnegie Institute of Technology	1	Rollins	1
Case Institute of Technology	1	Stanford	16
Claremont	1	Texas, University of	1
Colby	2	Texas Western College	1
Colgate	1	Trinity	3
Colorado, University of	4	Tufts	4
Columbia	1	Union	1
Cornell	5	United States Military Academy	2
Dartmouth	8	United States Naval Academy	1
Denison	1	University of the South	1
Denver, University of	1	Washington and Lee	1
Duke	4	Williams	4
Grinnell	1	Wisconsin, University of	1
Harvard	29	Wooster	1
Haverford	5	Yale	48
Maine, University of	2		
		Total	220

*Including five students studying abroad in 1958-1959.

FINANCIAL

A large part of the Academy's operating income is from the investment of its endowment funds. These funds have made it possible for many years to charge an inclusive fee lower than the cost of a student's education and maintenance and, in addition, to make scholarships in varying amounts available to worthy and qualified students. Thus it can be said that all students, regardless of the fee paid or the scholarship earned, have benefited by the endowment funds.

Few patrons of the school in recent years have met the full cost of their sons' Andover education. The total cost to the Academy for each student during the year 1957-58 was approximately \$3,200. Of this figure, \$1,600 was met by the inclusive fee, leaving a considerable balance to be met by the income on invested funds, by gifts from alumni, and from other sources.

Tuition Charges

The tuition for boarding students is \$1600; for day students (who must live in the Greater Lawrence area) \$800: one half payable on October 1, one fourth on January 1, and one fourth on April 1. For scholarship students three equal bills are rendered, on or shortly after November 1, January 1, and April 1. Each student, when assured of admission, is required to make a deposit of \$50, which is credited on his first bill.

The tuition charge of \$1600 covers instruction, board, room (including furniture, bed linen, and one blanket), physical training and athletic privileges, use of laboratory equipment and material, admission to all authorized athletic contests and the authorized entertainments at George Washington Hall, including the Saturday evening motion pictures.

It does not include charges for tutoring, Language Training, special instruction in music or athletics, dental care, the medical fee of \$10.50, medical insurance, personal laundry, textbooks, dues to school organizations, and breakage and damage to school property.

Bills for matters not included in the regular school charge may be sent at any time during a school year. Any alteration in the terms of payment made necessary by the needs of parents must be arranged in advance with the Comptroller. Classroom privileges may be denied to students whose bills are not settled when due.

No rebate for the term in which he leaves will be made to a student who for any reason is dismissed or withdrawn.

The diploma of the Academy will not be awarded to a student whose school account is not paid in full by the date of graduation.

Breakage Deposit

Each student is required to make a deposit of \$25 to cover breakage and other incidental obligations that may be incurred during the school year. The deposit is payable on October 1 and is billed with the portion of the normal charge due on that date. The balance remaining after such charges have been deducted will be refunded at the end of the fiscal year, June 30, or credited on the first bill for the following year.

Student Health and Insurance Program

All ordinary illnesses and injuries under the classification of "home care" are treated at the Isham Infirmary by the Medical Director and his staff, and the tuition charge (\$1,600) includes such medical attention regardless of the length of the patient's stay in the Infirmary.

Parents are, however, responsible for the payment of medical services while the student is in residence at Phillips Academy for the care of illnesses and conditions for which they, the parents, would have been responsible had the student been treated by his family physician in his own home or hospital. The family sickness and accident insurance policy or a personal policy of the Blue Cross-Blue Shield type covering the student, will meet most of such Infirmary care.

Additional cost to parents of the broad medical services necessary for the student (see pages 39 and 40) is met in two ways:

1. Student Infirmary Fee (required)

An Infirmary fee of \$10.50 for boarding students and \$5.00 for day students is charged. It will be used to provide a portion of the medical care at the Isham Infirmary for the treatment of accidents and illnesses outside the scope of "home care."

2. Andover Student Sickness and Accident Insurance Plan (optional)

A sickness and accident insurance plan provides coverage over the full twelve-month period, twenty-four hours a day, on campus and off. It pays up to \$650 for each accident or illness that requires treatment by physicians or hospital admission outside the school. The cost is \$12.00 for boarding students (sickness and accident) and \$5.00 for day students (accident only).

Parents are strongly advised to take advantage of this low-cost insurance plan even though the student has in force a personal sickness and accident policy, since the benefits of the Andover Student Sickness and Accident Insurance Plan are payable *in addition* to any benefits a student may obtain under any personal policy. Not infrequently the coverage from all policies is necessary to meet the total expenses of a protracted or involved illness.

The rates established for the Student Infirmary Fee and the Andover Student Sickness and Accident Insurance Plan are for the school year 1958-1959 and are subject to change for the following year.

“Extras”

As a rough guide to parents in budgeting for the total expected expenses of each academic year, the following low-average approximations of “extras” are given.

Laundry (if done locally)	\$25 - 85.00
Pressing and cleaning	15.00
Books and supplies	35.00
Dues, publications, and charitable contributions	15.00
Miscellaneous, including spending money	110.00
Medical fee	10.50
Medical insurance (optional)	0 - 12.00
Breakage deposit (refundable)	0 - 25.00
	<hr/>
	\$210.50 - 307.50

The thrifty boy can cut costs considerably. Scholarship boys can obtain most of their books through the Loan Library. Expenses for travel and for clothing (see page 42) are an entirely personal matter. Assistance in meeting travel costs is available under certain conditions to holders of scholarships.

Spending Money

Parents or students may open an account at the Treasurer's Office for personal expenses during the school year. Students are urged not to keep large amounts of cash in their possession or in their rooms.

Scholarship Aid

Phillips Academy operates on the assumption that no boy should be deterred from applying for admission because his family is unable to pay the full cost of an Andover education. A statement in the Academy's constitution reads, "This Seminary shall be ever equally open to youth of requisite qualifications from every quarter." Through the generosity of a large number of alumni and other friends of the school, close to \$200,000 is available this year to help needy students come to the school.

Boys of character and academic promise whose parents need financial aid are encouraged to apply for scholarships. Awards vary in amount according to the applicant's need, ranging from \$200 to full scholarships of \$1600. The Committee requires the parents of all scholarship applicants to submit a complete report of their financial condition, which will be kept confidential. All boys on the scholarship list are expected to maintain academic records compatible with their ability and to show by their general record at Andover that they are aware of and deserving of the opportunities which they enjoy.

(Continued after picture section)

NO MAN EVER STEPS IN THE SAME RIVER TWICE

HERACLITUS

The school, like the river, will never be the same.

*Here is the momentary nowness of its flow
imaged in buildings, paths and people
that channel its continuity.*

*Here is the togetherness—and the loneliness;
the moments of effort—and of pause
that mark its turbulence
and intricacy of relationship.*

*To direct the flow,
who shall plan to pave its course, open some way
and build shores adroitly—*

Since the school, like the river, will never be the same?

PATRICK MORGAN



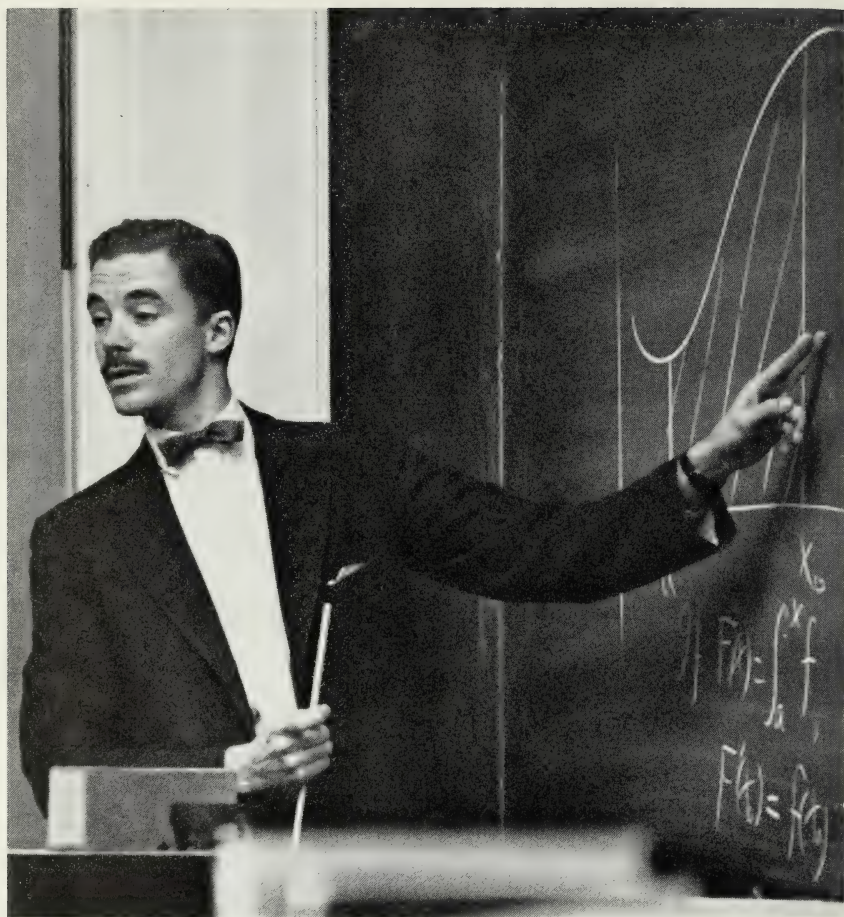
THE MAIN CAMPUS



BARTLET HALL, A DORMITORY (LEFT), AND THE OLIVER WENDELL HOLMES LIBRARY
THE COCHRAN CHAPEL, THE ADDISON GALLERY, AND FOXCROFT HALL, A DORMITORY







SENIOR MATHEMATICS



BASKETBALL IN THE MEMORIAL GYMNASIUM



A PORTION OF BROTHERS FIELD IN THE FALL



THE SUMNER SMITH ARTIFICIAL-ICE HOCKEY RINK



THE SPRING PROM



BREAKFAST DURING A PROM WEEKEND



A MEETING OF THE ADVISORY BOARD WITH THE HEADMASTER



AFTER SUNDAY CHAPEL



FACULTY PORTRAITS



THE HEADMASTER AND THE PRESIDENT OF THE TRUSTEES LEAD THE
COMMENCEMENT PROCESSION

SENIORS IN THE COMMENCEMENT PROCESSION



PHILLIPS ACADEMY

All scholarship boys are expected to perform some useful service for the school in partial return for the aid they receive. To this end, the Bureau of Self-Help exercises control over all student employment, such as work in various departments of the school and campus concessions. The anticipated revenue from such work is included in the over-all scholarship budget. Although any student can in addition find odd jobs about the school that will help him with his pocket money, he should not anticipate earning any substantial amount.

Loans to help meet the annual charges may be arranged with the school treasurer, who has for this purpose a revolving fund, the gift of a generous benefactor.

A wide range of prizes is open to competition by the student body. A complete description of each prize, together with the names of last year's winners, can be found on pages 77 to 86.

SUMMER SESSION

The seventeenth annual Andover Summer Session will open on Tuesday, June 23, and close on Wednesday, August 19. Instituted in 1942 to provide an opportunity for acceleration for boys about to enter the Services, the Summer Session has been continued by the Trustees largely because of its proven value in aiding students assured of September admission in becoming acclimated to the relatively rigorous Andover program. It has been useful also in enabling some of these new boys to make up deficiencies in their previous preparation, thus often saving them from the loss of a full year. Other boys from both public and independent schools who are not candidates for entrance in the fall are also eligible for admission. The Summer Session publishes its own catalogue, which may be obtained by writing directly to the Director of the Andover Summer Session, Andover, Massachusetts.

ADMISSIONS

GENERAL POLICY

The basic requirements for admission to Phillips Academy consist of evidence of good character and *a strong school record*. Other considerations are personality, breadth of interest, geographical distribution, date of application, and performance on the Secondary School Admission Tests (see page 52). Because the Academy receives applications from many more qualified boys than it can admit, it is necessary to make selections on a competitive basis, with particular emphasis on character, personal qualifications, and promise, as determined from recommendations and interviews.

The closing date for receiving applications varies from year to year. In 1959 it will be about March 1. Priority is given to those candidates whose applications (including the personal interview) are complete by January 15 and who have written the December 13, 1958, Secondary School Admission Tests (see page 52).

Candidates are advised to enter as early in the four-year program as possible. The number of places available for new boys in the two upper classes is relatively small and the competition for them is especially keen. Boys who enter the Junior or Lower Middle classes normally adjust more easily and derive more benefit from the extracurricular as well as from the academic side of Andover life, and there is a greater likelihood of their assuming positions of responsibility and leadership than is possible for boys coming for only one or two years.

Students in the Academy arrange their work in accordance with the Course of Study as outlined on pages 21-25. The outline indicates the work done each year by a student who is neither behind nor ahead of his class in any subject. Boys entering any of the three upper classes may receive credit without examination

PHILLIPS ACADEMY

for certain courses taken at their previous schools, but credit is given only for those courses in which the final grade is of college certifying quality.

PROCEDURE IN APPLYING

Application Forms

In making preliminary application to enter the Academy, the parent or guardian should submit the form *in the back of this catalogue*, unless he has already received a detailed final application form from the Admissions Office.

A non-returnable application fee of ten dollars is required of all candidates. A check or money order, payable to the Trustees of Phillips Academy, should accompany the preliminary application form. Since this is a new requirement, those who have already filed preliminary applications for 1959 or later will be asked to pay the fee when they signify their intention of completing the final form.

In the late fall prior to the September of proposed admission a final application form is sent to each parent or guardian who has filed a preliminary application. After completion of the first part by the parent or guardian, the application should be submitted to the principal of the school presently attended by the applicant, with the request that it be completed *entirely* and returned directly to the Phillips Academy Admissions Office as soon as possible. Bearing in mind that applications received after January 15 do not receive the highest priority, parents must be sure that the school *does* forward the application promptly.

Personal Interview

It is highly desirable that boys come to Andover for a visit with one of the interviewing officers. Appointments should be made in advance. Attention is called to the office hours listed on page 14.

Boys unable to visit Andover should themselves arrange an interview with the nearest alumni representative (see page 95), or if that is for any reason impossible, write the Admissions Office to make special arrangements. Candidates for 1959 must complete their interviews by January 15 in order to receive priority consideration.

Letters of Recommendation

Along with the final application blank, three Confidential Recommendation Forms will be sent to the parent or guardian. Two of them should be given to the boy's *current* teachers (not the principal, who completes the application form) and the third to some person who meets the boy frequently in a non-academic capacity, i.e., camp counsellor, scoutmaster, minister, coach, employer, etc. When completed, the confidential recommendations should be returned *by the writers* directly to the Admissions Office in stamped, addressed envelopes supplied by the candidate.

Additional reference letters from any source are welcome but not required.

Boy's Personal Letter

Each applicant is required to write a letter describing his main interests and activities, including jobs if any, travel, summer experiences, and his reasons for applying for admission. The letter should be written *without assistance from any source*. It should be mailed to the Admissions Office promptly but separately from the final application form. For 1959 candidates, the letters of recommendation and the boy's personal letter must be received by January 15 in order to insure priority consideration.

Admission Tests

All applicants are required to take the Secondary School Admission Tests in the year of candidacy. For 1959, the tests will be

PHILLIPS ACADEMY

administered by the Educational Testing Service at centers throughout the country on Saturday, December 13, 1958 and Saturday, February 14, 1959. *Candidates are strongly urged to take the early set.* The Educational Testing Service has prepared a bulletin of information about the tests. *Each applicant must complete a special form (to be supplied with the "Bulletin of Information for Candidates") and be sure that it reaches the Educational Testing Service by the deadline date.* The cost is \$8.50, payable to the Educational Testing Service. If not already supplied with a "Bulletin of Information for Candidates," applicants for 1959 may obtain one by writing to Secondary School Admission Tests, Educational Testing Service, 20 Nassau Street, Princeton, New Jersey.

Candidates from outside the United States who are too remote from the published test centers will be asked to make arrangements locally for supervision of special tests to be supplied by the Academy.

A limited number of candidates who apply too late to make arrangements to write the Secondary School Admission Tests may be permitted to take the Academy's own tests, if proper arrangements are made for local supervision.

Candidates writing the Academy's own tests will be asked to pay the \$8.50 test fee directly to the Academy when requested.

Special preparation or tutoring for the admission tests is not necessary or advisable. Sample tests are not available, but the "Bulletin of Information for Candidates" contains a few typical questions.

Action and Deposit

By agreement with a number of schools, no boy will receive official notice of admission prior to January 15, and no parent will be required to confirm the admission by deposit or otherwise before March 1.

Phillips Academy candidates for 1959 may expect notification

of action on their applications as soon as possible after January 20 and in almost all cases before March 1. Successful candidates who decide to accept their admission are required to pay a deposit of fifty dollars (creditable on the first school bill).

Placement Examinations

All applicants who have been admitted to the Academy and who have thereafter paid the required deposit will write examinations for *placement purposes* on Friday, May 15. Information about the examinations will be sent by the Admissions Office early in May. They will be given in Andover and New York, but may be written in his own community by any boy who so desires and who makes proper arrangements. Candidates attending independent schools that belong to the Secondary Education Board and use its papers as regular final examinations may substitute them for the Academy's placement examinations. No special arrangements need be made other than notifying the Admissions Office if the substitution is desired.

Failure to perform creditably on the placement examinations (or final Secondary Education Board papers substituted for them) will ordinarily necessitate attendance at the Andover Summer Session for Junior (9th grade) candidates, and either Summer Session attendance or loss of a year for candidates for the three upper classes.

Preparation for the Placement Examinations

While no special preparation for the *admission tests* is expected, outside study or tutorial assistance in anticipation of the *placement examinations* will usually be helpful. Sample placement examinations are supplied without charge by the Admissions Office upon receipt of a request that includes a statement of the subjects studied in the year just prior to admission. Each sample examina-

PHILLIPS ACADEMY

tion lists the topics to be covered in preparation for the examination.

As a further aid to candidates for placement in the two lower classes and to those upper class candidates who are currently studying the first year of Latin or French, the Secondary Education Board, 186 Center Street, Milton 86, Massachusetts, publishes each year, for \$1.00 postpaid, a pamphlet entitled, "*Definition of the Requirements for 19—*." The pamphlet contains detailed subject-matter requirements in English, Mathematics, Latin, and French for use in grades six through nine. The standards parallel closely those of Andover. The previous year's examinations in each subject at each level are included.

The proper use of the Secondary Education Board pamphlet should enable parents to determine well in advance whether their boys are receiving adequate preparation for the Academy. Please note that Phillips Academy does not expect the study of a foreign language in grades six through eight.

Room Assignment and Matriculation Notices

Rooms are assigned to incoming students late in the summer, *in the order in which their admission applications are filed*. A notice regarding the opening appointments of the school year, together with various required forms, is sent in August to the parents or guardians of all successful applicants.

Parents are referred to the section on Health Supervision (pages 39 and 40) for the Academy's regulations regarding immunization against certain infectious diseases.

PLACEMENT REQUIREMENTS FOR EACH CLASS

The examinations ordinarily required for entrance to the four classes are specified below. Each candidate should take the examinations for which his previous work fits him, irrespective of

the class groups in which the subjects are listed. All boys will write a diagnostic spelling test.

Junior Class

Boys of good scholastic ability and achievement should be able to enter the Academy when they have completed the work of the eighth grade and have reached the age of thirteen or fourteen. Attainment in their studies will be estimated from placement examinations in English* and mathematics.* Normally the mathematics examination will cover arithmetic only (entrance to Mathematics 1B*) but an eighth grade boy whose course consists primarily of algebra should write instead the paper for entrance to Mathematics 1A,* covering both arithmetic and algebra through simultaneous linear equations.

Some acquaintance with a foreign language is helpful, although not essential. Boys who are currently studying Latin* or French* should so notify the Admissions Office and write the appropriate placement examinations.

Lower Middle Class

For entrance to the regular work of the Lower Middle year, placement examinations are required in algebra,* in English,* and in foreign languages* currently being studied. The work is described on pages 58-76. *In most instances the courses offered at Phillips Academy in the Junior year (ninth grade) cover considerably more ground than those given elsewhere at the same level. For this reason applicants are advised to note carefully the description of the Academy's Junior courses, and the sample examinations for entrance to English 2, Mathematics 2, and the second year of the appropriate foreign language, which*

*Instead of its own placement examinations the Academy accepts certain examinations of the Secondary Education Board for candidates from those independent schools which make use of the Board's papers at the end of the school year. Boys admitted from these schools should notify the Admissions Office if they wish to make the substitution.

PHILLIPS ACADEMY

will be sent upon request without charge. Extra preparation may be advisable. Credit for the History and Science of the Junior year may be granted on the school record without examination.

Upper Middle and Senior Classes

Successful candidates for the Upper Middle and Senior Classes will write the Academy's placement examination for entrance to English 3 or English 4. Placement examinations for entrance to the second- and third-year levels of a foreign language will be required of candidates planning to continue the language at the Academy. Examinations in other subjects may be required, depending on the courses taken and the quality of the applicant's record. Candidates must secure credits, by examination or certification, which cover the work of the Academy's lower years. Candidates who have taken or who expect to take College Boards should request the Board in writing to send the results to the Phillips Academy Admissions Office.

Post-Graduate Students

A limited number of well qualified secondary-school graduates are admitted each year. They write the Secondary School Admission Tests and the same placement examinations as Senior candidates. Candidates who have taken or who expect to take College Boards should request the Board in writing to send the results to the Phillips Academy Admissions Office.

DESCRIPTION OF COURSES

ART

INTRODUCTION TO ART. Two hours. One-half of the course, "Introduction to Art and Music," is devoted to the Visual Arts. Counting as two hours a week, the course is ordinarily required for members of the Upper Middle Class, with the exception of those students who elect to take Studio Art or practical work in music. Lectures by the Art Department are alternated with and correlated as closely as possible with lectures by the Department of Music. Seniors at the Academy for one year only may take it as an elective. The purpose of the course is to provide a basis for making reasoned judgments in the visual field and to acquire understanding and enjoyment of various forms of music. Accordingly, the Art Department (for a description of the procedure in music see p. 72) is concerned to present the student with facts relating to the structure and design of architecture, painting, sculpture and, to a lesser degree, the industrial and decorative arts. He is taught to recognize these facts when applied to cultural styles, both past and present. By analyzing certain monuments, he discovers how the style of each is related to the age in which it develops. Finally, he is shown how to use his own judgment about the monuments in terms of the earlier part of the course. Wherever possible, collections and exhibitions in the Addison Gallery are used for purposes of illustration.

STUDIO ART. Two hours. An alternative to Introduction to Art, but presented in more practical terms. In its emphasis on observation, interpretation, and organization, it is designed to supply the basis for a critical understanding of contemporary surroundings. Four hours class work counts for two hours credit, with no outside preparation required. Along with continuous drawing exercises and a brief historical survey, the student receives in successive terms two hours a week experience in photography, painting, and three-dimensional construction. Previous experience is not required for the course, but it presupposes an interest in working with materials.

ADVANCED ART. An advanced course in the Visual Arts is offered as an elective to students who have taken either the introductory or a studio course. The full, or major, course, counting four hours a week, combines studio work and discussion. It is conducted by the project method, with the studio work in painting, architectural and industrial design, forming the basis for class discussion. Through special arrangement, the course is available for college entrance credit for students whose general record is of high grade and who have a special interest in the subject. Advanced work may be taken as a half course, counting two hours a week and consisting of four unprepared studio hours in either painting, photography, or three-dimensional work.

ANATOMY (See *Science*)

PHILLIPS ACADEMY

ANTHROPOLOGY (See *Science*)

BIOLOGY (See *Science*)

CHEMISTRY (See *Science*)

THE CLASSICS

The courses in Greek and Latin are arranged to provide a four-year course in Greek and a five-year course in Latin. The Department hopes that a number of boys with Classical interests will elect four years of one language and three of the other. However, the pressure of modern times must make it advisable for most boys to take one ancient and one modern language. Such boys may elect either Greek or Latin in their first year. Those planning on a general education, on the advanced study of Romance languages, or on entering the Law, will naturally prefer Latin, but boys interested in literature, archaeology, philosophy, or medicine, might well choose Greek as their ancient language. It is no more difficult than Latin as a first language.

Greek

GREEK 1. Five hours. The course is devoted mainly to forms and the most essential principles of syntax. Chase and Phillips: *A New Introduction to Greek* (Harvard University Press) is used. To aid the memorizing of inflections and vocabularies there are daily exercises, both oral and written, enforced by incessant drill. During the second and third terms, work in the grammar is supplemented by lessons either from a very simple Greek Reader, or from the initial chapters of Xenophon's *Anabasis*.

GREEK 1-2. Five hours. The course is open to properly qualified Seniors and Upper Middlers. It covers in one year the essential material of Greek 1 and Greek 2. The texts are Chase and Phillips' *A New Introduction to Greek* (Harvard University Press) and Xenophon's *Anabasis*.

GREEK 2. Five hours. The second year is occupied with selections from Xenophon's Works and with some easy dialogue of Plato. Prose composition in Attic Greek is studied, the grammar is reviewed, and there is much work in sight translation.

GREEK 3. Four hours. The third year is spent mainly in reading selected books of the *Iliad* and the *Odyssey*. After the dialect is mastered, more attention is given to the literary side of the poems and to the translation of Homer at sight. When the ability of the class warrants, the *Alcestis* of Euripides is read.

GREEK 4. Four hours. The fall term will be devoted to selections from Herodotus, Hippocrates, and Plato, the winter to a play of Sophocles, the spring to selections from the Greek lyric poets.

PHILLIPS ACADEMY

GREEK T. Two hours. A Senior elective that studies the Greek Old and New Testaments.

GREEK COMPOSITION. See notice under *Latin Composition*.

Latin

LATIN 1. Five hours. The year will be spent in the acquisition of the basic forms and syntax of the language and of a fundamental vocabulary. There will be constant practice in sight reading and in prose composition of simple sentences. The purpose of the course is to prepare boys for general reading in Latin prose, not solely in Caesar.

LATIN 1-2. Five hours. Boys who are not ready for Latin 2, but who make a high grade on the Advanced Latin 1 Entrance Examination, may be placed in Latin 1-2 and thus given opportunity to complete two years of work in one. Those who pass the course successfully are given credit for two years of Latin. The course is reserved for boys who give evidence of high ability.

LATIN 2. Five hours. During the first term, the course will give a thorough review of the fundamentals of Latin grammar and will begin the reading of Caesar. In the last two terms, more Caesar will be read, but the reading will be varied by selections from other Latin prose authors and from simple poetry. There will be practice in sight translation and in prose composition.

LATIN 3. Four hours. The course has a threefold purpose. Linguistically, it aims at teaching students to read Latin prose with increasing ease. Historically, it tries to present a picture of Cicero's life and times and to compare his period with our own. Culturally, it endeavors to assess the literary importance of Cicero as the creator of a prose style which influenced the literature of Europe for centuries. Representative selections are read from the writings of Cicero as well as passages from other prose authors. There is constant practice in sight translation. In the last weeks of the year, selections from Ovid, Vergil, or one of the Comedies may be read.

Students who have done high honor work in Latin 2 and who intend to take only three years of the subject will be allowed to choose either Cicero or Vergil for their third-year Latin.

LATIN 4. Four hours. By a study of selections from the *Aeneid* and from other Latin poetry, the course attempts to introduce students to both the forms and the content of classical poetry and to make plain its influence upon the poetry of the modern languages. The student is given constant practice in reading Latin verse aloud. The poems are studied as literature and not merely as exercises in translation.

LATIN H. Two hours. Reading and discussion of the *Odes* of Horace, with special attention to the literary artistry of the poems, to their sources in the Greek Lyrics and their influence upon modern poetry. Open to properly qualified students who have passed Latin 3.

PHILLIPS ACADEMY

LATIN 5. Four hours. Open to students who have passed Latin 4 or who otherwise satisfy the Chairman of the Department of their fitness. The course is the equivalent of the customary Freshman Latin course in most colleges. In the first term, selections from Livy's *Histories* will be read and the reading of selections from Catullus and Horace's *Odes* will be begun, to be carried on through the second term. In the spring, one or two Roman comedies will be read.

ACCELERATED COURSES. Students of high ability and ambition will, during the first term of Latin 1, be offered the opportunity to join an accelerated section, Latin 1 X. They will continue in Latin 2 X, and proceed in their third year into Latin 4, thus gaining credit for four years of Latin in three years. Boys who drop out at the conclusion of Latin 2 X will obtain credit for only two years of Latin.

LATIN COMPOSITION. No regular course is given, but special arrangements can be made for any student desiring work in advanced composition in either Latin or Greek.

CONTEMPORARY AFFAIRS

Two hours. An elective course for Seniors on significant national and international issues. The material includes the historical background of immediate outstanding problems, recent policies of the Great Powers, analysis of the operation of balance of power and collective security, critical examination of the methods and objectives of Russian policy, and discussion of the various "pressure areas" in world affairs. Headline Books of the Foreign Policy Association, Walter Bedell Smith's *My Three Years in Moscow*, Theodore White's *Fire in the Ashes*, David Schoenbrun's *As France Goes*, the Rockefeller Reports, George Kennan's *Russia, The Atom, and the West*, Henry Agar's *Price of Power* are examples of topical texts critically examined. Students are expected to read in current periodicals and to participate in discussions. Each student will write one major paper on a selected subject.

ENGLISH

The courses in English aim to teach students to think logically, to speak and write clearly, to read with comprehension and appreciation, and to develop discrimination and taste in the judgment of books.

Courses at all levels include frequent practice in speaking and writing, close reading, sustained attention to problems of syntax and rhetoric, the study and discussion in class of the chief literary types, and wide collateral reading.

Sections vary in size from ten to fifteen. After the Junior year particularly able boys are assigned to honors sections and encouraged to develop their special literary aptitudes. Classroom teaching is supplemented in each year by conferences with individual students.

In addition to assigned reading, students do collateral reading which is guided by the English teacher. In each course students are encouraged to do original writing of story, poem, and essay. The Department sponsors a series of prize competitions to stimulate interest in original writing.

PHILLIPS ACADEMY

There are two elective courses for those students who have completed four years of English, one a course in composition, the other a course in American literature.

The following course descriptions list representative texts studied in each year. In the two upper years the choice of texts is left largely to the individual teacher.

ENGLISH 1. Five hours. The work of the course includes (1) a review of grammar, drill in spelling and punctuation; (2) the study in class of selected short stories, a novel, a play, selected essays, selected narrative and lyric poems; (3) composition, beginning with a study of paragraphs and proceeding to the writing of simple expository, narrative and descriptive themes; (4) instruction and drill in the rudiments and techniques of oral expression.

A departmental examination is given at the end of each term. Representative texts are *Story Essay*, edited by McClay and Judson (Holt), *Richard II*, *A Tale of Two Cities*, *Great Expectations*, *Alice in Wonderland*, *Pilgrim's Progress*, *Aesop's Fables*, *A Pocket Book of Verse*.

ENGLISH 2. Four hours. The work of the course includes (1) a review of grammar, drill in spelling and punctuation; (2) a study of syntax; (3) elementary study of rhetoric; (4) practice in close-reading; (5) composition, chiefly exposition and the personal essay; (6) the reading and discussion of literature: the short story, the novel, drama, poetry, and the familiar essay.

A departmental examination is given at the end of each term. Representative texts are *Harbrace College Handbook* (Harcourt, Brace), *Great Short Stories*, edited by Schramm, *Babbitt*, *Henry IV (Part I)*, *Wuthering Heights*, *Idylls of the King*, *Palgrave's Golden Treasury*, edited by Oscar Williams.

ENGLISH 3. Four hours. The class hours are divided between the study of literature and composition. Fiction, drama, the essay, poetry, and biography are examined in classical and modern texts with particular emphasis upon explication and discussion. Homer's *Odyssey* is read by all sections.

There are frequent themes and class papers, and special attention is given to practical problems of syntax and rhetoric.

Representative texts are *Far from the Madding Crowd*, *Victory*, *Gulliver's Travels*, *Ethan Frome*, Peterson's *Notes on The Odyssey*; plays of Shakespeare, Sheridan, Shaw, O'Neill, Wilder; the poems of Browning, Williams' *The Pocket Book of Modern Verse*, Untermeyer's *A Concise Treasury of Great Poems*.

ENGLISH 4. Four hours. The course gives training on an advanced level (1) in the reading and discussion of literature, chiefly English and American; (2) in close reading of selected passages of prose and poetry; (3) in logical thinking; (4) in composition and rhetoric. The course seeks to stimulate active and thoughtful class discussion of the assigned reading, to establish criteria for judging books, and to develop literary taste. There is continuing practice in writing, including critical essays, term papers, and original work.

Representative texts are Homer's *Iliad*, Hardy's *The Return of the Native*, Hawthorne's *The Scarlet Letter*, Hemingway's *A Farewell to Arms*, Fitzgerald's *The Great Gatsby*, Conrad's *The Nigger of the 'Narcissus'*, Sophocles' *Oedipus the King* and *Antigone*, Ibsen's *Ghosts*, Shakespeare's *Hamlet*, *Othello*, and *King Lear*,

PHILLIPS ACADEMY

Shaw's *Saint Joan* and *Caesar and Cleopatra*, Thoreau's *Walden*, Dean's *Essays* (Harcourt, Brace), Williams' *A Little Treasury of Modern Poetry* (Scribner), Untermeyer's *The Book of Living Verse*.

ENGLISH 5. Four hours. An elective course in American Literature open to students who have successfully completed four years of secondary-school English or who have otherwise demonstrated ability to do advanced work in English. The anthology for class use is *A College Book of American Literature*, edited by Ellis, Pound, Spohn, and Hoffman (American Book Co.).

ENGLISH 5C. Four hours. An elective course open to students who have successfully completed four years of secondary-school English but who desire further training in composition. Extensive writing of both outside and class papers is the main business of the course. Much of the writing is based on a study of models in Haines's *Problems in Prose*. In addition there is both extensive and intensive reading within one literary period, Romantic, Victorian, or Modern.

FRENCH (See *Modern Foreign Languages*)

GERMAN (See *Modern Foreign Languages*)

GREEK (See *The Classics*)

HISTORY

The courses in History have two purposes. They are arranged to provide information in company with other subjects of study. They are developed consecutively to give increasing experience in precision of thinking and to train students in logical expression of what they know. During the first two years, the system defers to the immaturity of the students, stressing the narrative and pictorial; it moves towards the analytical and abstract only in the Upper and Senior years. The first two years rely upon textbooks for students. Subsequent courses use both individual and reference texts and historical works of maturity. All courses use materials in the Art Gallery and the Library.

HISTORY 1. GREECE, ROME, AND MEDIAEVAL EUROPE. Three hours. The course is designed to introduce the students to the study of history, the sources, origins, and early development of Western civilization. It commences with the well-springs of our civilization, Egypt, Palestine and Crete, emphasizing variously the fields of politics, art, religion, and geography as they may successfully appeal to Juniors. Particular attention is paid in the first term to methods of study to help the boys adapt themselves to a new school, to new and higher standards of workmanship. Emphasis is placed on note-taking and writing.

By the middle of the Fall Term the boy should be able to handle the mechanics of study. He can now give more attention to the main theme of the year, the study of Greek and Roman history. Political affairs are studied essentially as a foundation for many of the achievements of the times, and as a contrast to

PHILLIPS ACADEMY

and in comparison with the present. The major interests of the course are the cultural influences of the Greeks and Romans, the spread of Greek thought and ideas by the Macedonians, Rome's contribution in bringing Hellenistic culture to Mediaeval Europe, and the social and political background of Mediaeval Europe, concluding with a study of feudalism.

Throughout the course the student widens his mental horizons and is made aware of today's heritage from the classical past.

HISTORY 2. CIVILIZATION OF EUROPE: RISE AND DEVELOPMENT. Four hours. The students are here introduced to the history of Western Europe, from the end of Roman domination through the nineteenth century.

Students examine the development of European peoples as they grow from tribal units into nations; they trace economic changes from feudal society to the beginnings of capitalism; they become acquainted with such contributions to culture and politics as the Church, the Reformation, and nationalism; and they begin to understand the development and conduct of international affairs.

It is one purpose of the course to teach students a sense of continuity in European political, social, and economic institutions, so that the boy will appreciate his heritage from the past, and begin to develop a capacity to reason and to relate the past with the present.

A work book is specially prepared for the course, and the student learns to take adequate notes. The course is based on one text, with additional use of reference works in the library. Visual aids dramatize significant events; historical novels supplement textbook reading for those interested.

HISTORY 3. ENGLAND AND THE BRITISH EMPIRE. Four hours. The study of British affairs is the main theme of the course because the history of Great Britain provides the background for an understanding of many present national and international issues.

The purpose of this year's work is to introduce the student to mature examination of historical problems and evidence. The basis of study is a work-book designed to train the student to use several reference texts and the facilities of the Library. He is taught to make concise notes from specific references, encouraged to participate in class discussion, to draw conclusions from facts and events, and to develop a sense of perspective. To these ends the course is organized topically, each topic a unit of work that develops a main issue.

The student examines such topics as the 17th century struggle for personal liberty in England, the use of money and banking in modern society, the establishment and loss of Britain's mercantile empire in North America, the influence of industrialization upon domestic and foreign affairs, and the recurring examples of balance of power in international politics. Although approached primarily through the history of Great Britain, the topics are the universal political and economic issues of security for the individual and the nation, the problems of empire, national independence, and attempts at the maintenance of peace.

HISTORY 4. THE UNITED STATES. Five hours. The course opens with the American Revolution and proceeds through the transition from Confederation into Federal Union, from conflict and division to reunion, and the growth of the United States as a world power. It closes with events of the present time.

PHILLIPS ACADEMY

It surveys the westward movement, the plantation system, the development of industry, the labor movement, and the foreign policy of the American government.

Although public affairs are the central theme, stress is placed upon geographical, economic, social, and governmental problems; the careers of eminent men are examined in relation to these problems. Much attention is given to historical decisions of the Supreme Court. Matters of literary, intellectual, religious, and philosophical import are indicated but not stressed.

LATIN (See *The Classics*)

MATHEMATICS

MATHEMATICS 1B — First Year Algebra. Five hours. The course provides an intensive study of the procedures of elementary algebra through the solution of quadratic equations. Texts: Shute, Kline, Shirk, and Willson's *Elementary Algebra* (American Book); Sanborn, Nason and Sides' *First Year Exercises in Algebra with Reviews and Examinations* (Phillips Academy, Andover).

MATHEMATICS 1A — First Year Algebra. Five hours. The prerequisite of the course is an elementary knowledge of algebra through the solution of simultaneous linear equations of two unknowns. The texts are those used in Mathematics 1B.

MATHEMATICS 1-2. Two Years of Algebra. Five hours. For able students who normally would be candidates for first year algebra but who on the basis of satisfactory records and admission examinations are permitted to enter a section which in one year completes both Mathematics 1 and Mathematics 2. Texts: Mergendahl and Walter's *Intermediate Algebra* (Appleton-Century); Tower and Sides' *Reviews and Examinations in Algebra* (Heath).

MATHEMATICS 2—Second Year Algebra. Four hours. The course presumes thorough grounding in at least one year of algebra. A careful review is made of the topics covered in Mathematics 1A with applications to more difficult exercises and problems, followed by a study of intermediate algebra through logarithms and progressions as presented in Mergendahl and Walters' *Intermediate Algebra* (Appleton-Century). Some work is done in elementary analytic geometry. Additional material is provided from Tower and Sides' *Reviews and Examinations in Algebra* (Heath).

MATHEMATICS 2X. Five hours. For the able student after completion of either Mathematics 1B or Mathematics 1A. The course progresses more rapidly than Mathematics 2 and, by the end of the Upper Middle year, completes Mathematics 2, Mathematics 3A and Mathematics 4. In the Upper Middle year the section is known as Mathematics 4X. Mathematics 2X is also open to selected students entering the school as Lower Middlers. Students who successfully complete both Mathematics 2X and Mathematics 4X are prepared to take Mathematics 5 or some other elective in their Senior year. The books used in

PHILLIPS ACADEMY

this set of courses are those used in Mathematics 2, Mathematics 3A, and Mathematics 4.

MATHEMATICS 3A—Plane Geometry and review of Algebra. Five hours. This is the regular course in Mathematics 3, in which plane geometry is started and finished. The course is for students who have completed college entrance requirements in two years of elementary and intermediate algebra.

The course covers a program of study as presented in Wells and Hart's *Progressive Plane Geometry* (Heath). A comprehensive study of originals, numerical exercises, constructions, and loci is also provided in Tower and Sanborn's *Exercises in Plane Geometry* (Andover Press). An extension is made of the analytic geometry of the preceding year. The supplementary work in algebra is covered with the use of Tower and Sides' *Reviews and Examinations in Algebra* (Heath).

MATHEMATICS 3B—Second Year Algebra and review of Plane Geometry. Five hours. This is a course for incoming students who have completed college entrance requirements in plane geometry and who have done one year of work in algebra similar to Mathematics 1A or 1B. It includes a review of the topics of elementary algebra, a study of intermediate algebra through logarithms and progressions, and a review of the fundamentals of plane geometry.

The textbooks in use are Mergendahl and Walters' *Intermediate Algebra* (Appleton Century), Tower and Sides' *Reviews and Examinations in Algebra* (Heath), Shute-Shirk-Porter's *Plane Geometry* (American Book), and Tower and Sanborn's *Exercises in Plane Geometry* (Andover Press).

MATHEMATICS 4—Trigonometry, Solid Geometry, and Advanced Algebra, with some work in Modern Mathematics. Five hours. The prerequisite of the course is the satisfactory completion of one of the Mathematics 3 courses or its equivalent. The course includes the study of trigonometry, theory and use of logarithms, solid geometry, selected topics in advanced algebra, and introductory study in Modern Mathematics. The text books in use are Granville-Smith-Mikesh's *Plane Trigonometry and Tables* (Ginn), Hart's *Progressive Solid Geometry* (Heath), Edgerton and Carpenter's *Advanced Algebra* (Allyn and Bacon), and Smith-Fagan's *Mathematics Review Exercises, Third Edition* (Ginn).

MATHEMATICS 4X. Five hours. For details of this course, reference should be made to Mathematics 2X; Mathematics 4X is the succeeding course.

Completion of the course meets the college requirements for two units of credit in elementary and intermediate algebra, one unit of credit in plane geometry and one unit of credit in advanced mathematics.

MATHEMATICS 5—Analytic Geometry and Differential and Integral Calculus. Four hours. This course in analytic geometry and the calculus corresponds to the mathematics of the freshman year in university and college. It is open to those who have completed the usual preparatory school courses in mathematics, and to others of unusual aptitude who can take such a course concurrently with Mathematics 4. The text used is *Calculus and Analytical Geometry* by Thomas (Addison-Wesley). Completion of the course affords the opportunity to qualify for advanced placement in college mathematics.

PHILLIPS ACADEMY

MATHEMATICS T—Plane Trigonometry. Two hours. An elective course restricted to Seniors and non-returning Upper Middlers who are unable to schedule Mathematics 4. The course is a thorough presentation of plane trigonometry. The text books in use are Granville-Smith-Mikesh's *Plane Trigonometry and Tables* (Ginn) and Smith-Fagan's *Mathematics Review Exercises, Third Edition* (Ginn). Completion of this course meets the college requirements for one-half unit of credit.

MECHANICAL DRAWING

Two hours. An engineering drafting course which includes the use of drawing instruments, lettering, geometric constructions, orthographic projection, isometric projection, intersection of surfaces, development of surfaces, sectioning, and working drawings. Especial stress is laid on a thorough mastering of the fundamentals. Students of exceptional ability are given an opportunity to do more advanced work or are given problems in keeping with the course to be pursued after entrance to college. The text in use is French and Vierck's *Engineering Drawing*—Eighth Edition (McGraw-Hill), supplemented by sound motion pictures and film strips.

MODERN FOREIGN LANGUAGES

All foreign languages offered by Phillips Academy are acceptable for admission to college. For graduate study, and particularly for the Ph.D. degree, French and German are frequently required.

French

The French Department's three-year course presents the language in the "new key" advocated by the Modern Language Association's Foreign Language Program. The goal is to teach the students to understand and to speak as well as to read and to write. The methods parallel as closely as possible those used for learning the mother tongue: to hear the language first, then to say what has been heard, next to read, and finally to write it. The stress during the first year of study is on listening and speaking, and the final examination tests only those two skills. French 2 is primarily a reading course, for which the Department prepares its own reading selections. In French 3, the students learn writing. For those who are able to continue into the fourth year, the Department offers a survey course of French literature that includes the reading of typical works of the more important writers. At no time does the Department teach the quite different art of translation. All classes are conducted exclusively, and from the first meeting, in French. Each student must provide himself with a French dictionary (*Nouveau Larousse élémentaire*).

Students who at the end of the first term of French 1 show above-average aptitude in the language are placed in special "X" sections, which move more rapidly without demanding more time, enabling those in them to receive four units credit at the end of three years.

PHILLIPS ACADEMY

FRENCH 1. Five hours. The course has no texts and no outside assignments, and the students at no time see any French. Classes meet nine times weekly, with two different instructors, one a native Frenchman, and are limited to 15 boys to a class. The aim is to develop complete familiarity with the basic patterns of speech and to enable the students to understand spoken French of a non-technical nature. Considerable use is made of audio-visual aids, slides, films, and tapes.

For those whose programs are too heavy to permit nine classroom hours a week, there is offered a more conventional French 1, with five classroom meetings and homework. Text: Robin & Bergeaud, *Le Français par la méthode directe*, Book I (Hachette, Paris). The emphasis is still on the aural-oral, but some reading and writing is done outside of class.

FRENCH 1-2. Five hours. For new boys who have had some previous study of French but not enough to qualify for French 2. Successful completion of the course enables a student to enter French 3 the following year.

FRENCH 2-A. Five hours. For boys who have started French under the Andover method. Texts: Robin & Bergeaud, Book II, Lessons 1-25.

FRENCH 2-B. Five hours. For new students not accustomed to the Andover method. Those who pass are admitted to French 3. Texts: Robin & Bergeaud, Book I complete, Book II, Lessons 1-25.

FRENCH 2-X. Five hours. For those who received credit in French 1-X. Successful completion enables a student to enter French 4 but gives only the same unit credit as French 2.

FRENCH 3. Four hours. Texts: Robin & Bergeaud, Book II, completed. Martin, *Auteurs français* (Masson et Cie., Paris).

FRENCH 4. Four hours. Text: Schinz, Robert, Giroud, *Nouvelle anthologie française* (Harcourt, Brace). Readings from standard French authors, Racine, Molière, Voltaire, Balzac, Flaubert, etc.

FRENCH S. Two hours. For students who have credit for three years of French but whose programs do not permit a four-hour course. Texts: Picard & Black, *Manuel de conversation française* (D. C. Heath). Gibson, *Causeries*, (Henry Holt).

FRENCH 5C. Two hours. An advanced conversational course.

FRENCH 5L. Two hours. An outline of French literature. Lectures and reading.

Note: French 5C and 5L taken together constitute a major course. Successful completion of French 4 is a prerequisite.

PHILLIPS ACADEMY

German

The German Department offers a five-year course with the following objectives: (1) ability to understand spoken German, (2) facility in speaking the language, (3) reading fluency, (4) ability to write German with reasonable grammatical correctness, (5) a growing awareness of the differences of cultural patterns as evidenced in German language, literature, art, and customs, and (6) an introduction to German literary trends since the eighteenth century.

All classes are conducted in German. The Department offers an accelerated course for students who have demonstrated unusual ability in German 1. Such students enter German 4 after completion of German 2X and receive 4 units of credit after three years of study.

For 1958-59, and on an experimental basis, a German House has been established. Some second-year students will live there with a German-speaking housemaster. German will be spoken in the house as much as practicable.

GERMAN 1. Five hours. The course is based on Kessler, *Deutsch für Ausländer*, a text printed in Germany for the use of foreign students, containing no English. Through dictations, summaries of the reading material, and short free compositions, the students are taught the rudiments of writing in German.

GERMAN 2. Five hours. After completion of part II of *Deutsch für Ausländer*, German grammar is re-studied systematically through drill and repetition. Text: *Deutsche Sprachlehre für Ausländer*, by Schulz-Sundermeyer. For increased reading comprehension and fluency, one or two modern novels are read, normally paper-back editions imported from Germany.

GERMAN 1-2. Six hours. The course is designed for qualified seniors only, who wish to complete in one year the material covered in German 1 and 2. It follows approximately the outline of those two courses.

GERMAN 2X. Five hours. An accelerated course for qualified students, covering material of both German 2 and German 3. Successful completion enables a student to enter German 4, but gives only the same unit credit as German 2.

GERMAN 3. Four hours. Throughout the year, exercises from *Deutsche Sprachlehre für Ausländer* are continued. During the first term, a modern German play, Zuckmayer's *Des Teufels General*, is read. The second term begins with a brief survey of German geography, considering some political, historical, cultural, and linguistic aspects. The term continues with the study of selected German poems from the mid-eighteenth century to the present. In the third term, selected literary prose is read and interpreted, ranging from Goethe to Wiechert. Text: Fleissner und Fleissner, *Die Kunst der Prosa*. Outside reading is required in each term, to be selected from a list of modern prose and drama.

GERMAN 4. Four hours. Introduction to German literature. Through detailed stylistic analysis of a number of outstanding works, the students are introduced to some of the major authors and to the most significant trends in German literature since 1750. The works read include: Goethe, *Urfaust*; Kleist,

PHILLIPS ACADEMY

Der zerbrochene Krug; Eichendorff, *Taugenichts*; Büchner, *Woyzeck*; Keller, *Die drei gerechten Kammacher*; Storm, *Der Schimmelreiter*; Thomas Mann, *Tonio Kröger*, and Rilke, *Ausgewählte Gedichte*. Collateral reading in the works of the authors read in class is required. Normally, all students in the course take the Advanced Standing Examination (College Level; Introduction to Literature).

GERMAN 5. Four hours. The literary works read in the course serve as a means of understanding the origins of contemporary Germany. First term: Goethe and his age. Second term: 19th century, romanticists and realists. Third term: trends of the 20th century.

GERMAN 8. Two hours. For qualified students of the senior class who wish to continue German as a minor subject, the course is designed as a means of keeping in contact with the language. Contents vary according to the needs of the students.

Russian

RUSSIAN 1-2. Six hours. An elementary course presenting the principal features of the Russian language, with intensive exercises in pronunciation, reading, and writing, designed to prepare students for second-year college courses. The texts are Fayer & Pressman, *Simplified Russian Grammar* (Pitman); *Graded Russian Readers* (Heath). Open to Seniors and, with approval of Class Officers, to Upper Middlers with satisfactory experience in another foreign language.

Spanish

The Department of Spanish offers a continuous course, covering five years, in which the emphasis is laid upon fluency and clarity of oral expression and an ability to read and write the language with understanding and appreciation.

Students who at the end of their first term of Spanish 1 show above average aptitude for the language are placed in special sections. These meet no more often than the regular sections and have the same length assignments but move ahead more rapidly and receive credit for four units of Spanish at the end of three years.

SPANISH 1. Five hours. The beginning course gives an adequate grammatical background and gradually abandons the mother tongue as the year progresses. The students are trained to express themselves in simple, idiomatic Spanish. The texts are *Spanish for Conversation* by Leslie (Ginn) and *Cuentos y Risas*, by Leslie (Oxford), with additional reading at appropriate levels.

SPANISH 1-2. Six hours. The course is designed for qualified seniors who wish to complete in one year the material covered in Spanish 1 and 2. The basic texts are *Everyday Spanish* by Picazo de Murray (Mexico City College Press), *Repaso* by D. Walsh (Norton), and *Cuentos Americanos* edited by D. Walsh (Norton).

PHILLIPS ACADEMY

SPANISH 2. Five hours. A continuation course, placing more emphasis on reading and vocabulary building, including the use of synonyms and antonyms. Oral drill is stressed with emphasis on extemporaneous speaking. *Un Viaje por España* by Crawford (Holt) is used together with such readers as *Cuentos Americanos* edited by D. Walsh (Norton) and *Vida y Hazañas de Juan Belmonte, Torero*, edited by Bourland and Helman (Norton).

SPANISH 2X. Five hours. Open to students who have completed Spanish 1 with high honors. It covers the material of Spanish 2 and Spanish 3. Successful completion enables a student to enter Spanish 4 but gives only the same unit credit as Spanish 2.

SPANISH 3. Four hours. An advanced course which continues to develop oral and aural skills as well as practice in written composition. The courses are conducted in Spanish. The main texts, supplemented by additional readings, are *Repaso* by D. Walsh (Norton); *Pensativa* by Goytortúa (Appleton-Century-Crofts); and *Cuentos Griollos* edited by G. Walsh (Heath).

SPANISH 4. Four hours. The course aims to develop an appreciation of Spanish culture through the centuries in the entire Hispanic world. It presupposes a rather extensive knowledge of grammar and vocabulary and a fairly fluent conversational ability. Constant use of the Spanish language in the classroom discussions and written assignments is required. Frequent reference is made to all available types of illustrative material or "realia." The basic text is del Rio's *Del Soler Hispánico* (Dryden) for cultural and historical background, as well as grammatical review. Among the literary works read in the course are J. C. Browne's *Stories of the Spanish-Speaking World* (Ginn and Co.) and *La Barraca* by Blasco-Ibáñez (MacMillan), as well as selections from the masterpieces of Spanish literature to be found in such anthologies as *Representative Spanish Authors* edited by Pattison (Oxford).

SPANISH 5. Two hours. For students who have had four years of Spanish or its equivalent. The course, conducted entirely in Spanish, concentrates upon a particular period of Spanish literature, such as *Don Quijote de la Mancha*, the Golden Age Drama, Romanticism, the Novel, etc. Outside reading is required.

SPANISH S. Two hours. A minor course open chiefly to seniors who have had three years of Spanish. It is designed to keep them in contact with the language before they continue its study in college and is conducted entirely in Spanish.

MUSIC

CHORUS, CONCERT BAND, ORCHESTRA. Each of these is a minor course not requiring outside preparation but counting for two hours of academic credit. Each meets four periods a week, two afternoons at 4:13 and two evenings between 6:45 and 7:45. Upper Middlers may substitute any one of the three courses for the required Art and Music minor. With the approval of the Class Officers Committee, members of the other classes may elect any one of the three courses as a minor course, *in addition to* the minor course normally required

PHILLIPS ACADEMY

in each year. Volunteers, not enrolled in the courses for credit, may join the evening sessions of such courses as an extracurricular activity.

INTRODUCTION TO MUSIC. Two hours. Counting as two hours a week, the course is ordinarily required for members of the Upper Middle Class, with the exception of those students who are permitted to take Music Appreciation, private instrumental or vocal lessons, Orchestra, Chorus, Concert Band, or Studio Art. Lectures by the Music Department are alternated with and correlated as closely as possible with lectures by the Art Department. The purpose of the course is to acquire understanding and enjoyment of various forms of music and to provide a basis for making reasoned judgments in the visual field. Accordingly, the development of musical thought is studied in order to give the student an acquaintance with the strengths and weaknesses of all types of music, and to give him a greater understanding and enjoyment of serious music. The evolution of American music from folk music to today's symphonies is studied, as well as program music and symphonies of the romantic and classical schools. The subject matter is illustrated with recordings.

MUSIC APPRECIATION. Two hours. The course is basically a history of music with added consideration of the development of musical form and orchestration. Recordings are used extensively for study and classroom illustrations. Open to Seniors as an elective, and also to qualified Upper Middlers.

HARMONY. Two hours. The course equips the student with a knowledge of basic harmonic structure, and enables him to harmonize a melodic line in traditional four-part fashion. An ability to read music is prerequisite for the course.

PRIVATE INSTRUMENTAL AND VOCAL LESSONS. Two hours. Weekly instruction in keyboard, orchestral, and band instruments or in the voice may be counted as a two-hour course. One half hour of instruction is to be supplemented by four hours of practising. Lessons are offered to members of the school orchestra and band at a fee of one dollar a lesson. For advanced students arrangements are made for a teacher to come out from Boston. For piano and organ students there is a separate charge of \$115 per year for weekly half-hour lessons, and \$200 for weekly hour lessons. The charge for voice lessons is \$90 per year for weekly half-hour lessons. A staff of distinguished teachers is available for such instruction.

MUSIC MAJOR. Four hours, which may be gained by the combination of any two music courses, except that the Orchestra, Chorus, and Concert Band courses may not be so combined with each other.

BEGINNERS' BAND. Any student who wishes to learn to play a brass, woodwind, or percussion instrument will be loaned an instrument and may receive group instruction in the Beginners' Band, at no expense to the student. It is assumed that members of this group are interested in eventually joining the advanced Band groups.

PHILLIPS ACADEMY

NAVIGATION

Two hours. Open to all Seniors. The textbook used is Dutton's *Navigation and Nautical Astronomy* (1951 Edition). The course consists of a term's work in each of the fields of piloting, nautical astronomy, and celestial navigation. Emphasis is placed on the practical application to surface navigation. During the latter part of the year the opportunity to cruise is offered to members of the class.

PHILOSOPHY

Two hours. The course offers a fairly intensive study of a few central problems of metaphysics. The interdependence between metaphysical views and ethical and political attitudes is stressed, though the study of ethics and politics is not pursued so intensively as that of metaphysics. Much of the reading of the fall term is in Plato; thereafter, the chief text is Joad's *Guide to Philosophy and Metaphysics*. During the latter part of the spring term it is customary to study all, or part, of a book by a relatively recent or contemporary philosopher; for example, Santayana, Whitehead, Langer. The final assignment is a paper requiring the student to attempt a synthesis of his views on some of the chief problems explored in the course.

PHYSICS (See *Science*)

PUBLIC SPEAKING

Two hours. In the Senior year an elective course provides training in the delivery of memorized selections, in expository speeches, and in debating. In the speeches emphasis is placed on worth of material, clearness of thinking, and on effectiveness of delivery. The texts used are *Basic Principles of Speech*, by Sarret & Foster (Houghton-Mifflin); *Voice and Speech in the Theatre*, by J. Clifford Turner (Sir Isaac Pitman & Sons, Ltd., London).

RELIGION

BIBLE 1. Two hours. The course traces the development of the most important religious concepts of the Old and New Testaments. It gives students an acquaintance with the finest passages of the Bible, the outstanding characters, the individual Books and their messages, and a sense of the progressive discovery and revelation of religious truth. The course is given to all members of the Lower Middle Class.

PHILLIPS ACADEMY

BIBLE 2. Two hours. No prerequisite. An elective course for Uppers and Seniors, who wish to make a more intensive study of the Old and New Testament Scriptures than that offered in the Lower Middle Year.

RELIGION. Four hours. An elective course for Seniors. It includes a term's study of some of the living religions of the world and their sacred writings. The second part of the course is devoted to a study of the New Testament. The third term's work includes study and discussion of the basic religious problems and some contemporary answers.

SCIENCE

General

ELEMENTARY SCIENCE. Three hours. Designed to form an approach to the laboratory sciences, which follow in the later years, and also to acquaint the student with information useful to any educated person, the course is based on a study of the earth. Most of the fall term is given to a survey of physical geology, followed by a study of the atmosphere from the points of view of biology, chemistry, and physics. The course ends with a consideration of the consequences of the shape and motions of the earth.

Minor Courses

ANATOMY. Two hours. Anatomy is primarily a lecture course intended to interest and instruct the student in the structure and physiology of the human body, in the laws of inheritance, and in the principles of eugenics.

ANTHROPOLOGY. Two hours. An elective offered by the Robert S. Peabody Foundation for Archaeology, the course is intended to present a brief consideration of the pre-history of Man in the New World. It is composed of lectures and reading on ethnological and archaeological subjects. The course is a general survey of the Americas before the coming of the whites.

Biology

BIOLOGY. Four hours. The course in Biology covers the fundamental characteristics of living things; the nutrition, growth, and reproduction of plants and animals; the physiology and hygiene of the human body; the influence of bacteria and other plants, insects and other animals on man's welfare; and the principles of heredity and evolution.

The class meets four times a week, three times for recitations and once for a laboratory period, with separate sections for Lower Middlers and for upper-classmen. The work in the laboratory includes careful training in the use of the compound microscope and in the recording of observations made. The text is Moon, Mann, and Otto's *Modern Biology* (Henry Holt).

BIOLOGY X. Five hours. An honors course open, upon invitation of the Department, to a limited number of able Upper Middlers and Seniors. In addition to the material of the regular Biology course, Biology X offers extra work in the field of physiology in preparation for the Advanced Placement Examination

PHILLIPS ACADEMY

of the College Entrance Examination Board, success on which leads to advanced placement in college and, in some circumstances, to credit towards the college degree.

Chemistry

CHEMISTRY. Four hours. A college preparatory course that includes the systematic study of matter and the changes it undergoes. Special attention is given to modern theory. Emphasis is placed upon reasoning from general concepts instead of merely memorizing facts. The class meets three times weekly for lectures, demonstrations, or discussion, and once for a double period of laboratory work. Text: *Modern Chemistry*, Dull, Metcalf, and Williams.

CHEMISTRY X. Five hours. The course is open to a limited number of able students who have made high records in mathematics and physics. It is essentially the equivalent of a first-year college course that does not include qualitative analysis. Success on a special examination set by the College Entrance Examination Board will lead to advanced placement in college chemistry at many colleges and, in some circumstances, to credit towards the college degree. Text: *General College Chemistry*, by Scarlett and Gomez-Ibanez. Laboratory Manual by Malm and Frantz.

CHEMISTRY S. Two hours. One period a week is for recitation and discussion of review and advanced topics; the other is a double period for laboratory work. The course is for students who have completed the standard course with good grades. Like Chemistry X it prepares for the College Entrance Examination Board examination for advanced standing in college chemistry. Text: *College Chemistry*, by Pauling.

Physics

PHYSICS. Four hours. The course completes the requirements for entrance to college and prepares the student for further work in this or related fields. The textbook used is Brown and Schwachtgen's *Physics, The Story of Energy* (D. C. Heath). By means of lectures, recitations, experimental demonstrations, and the solution of numerical problems, the student is taught not only the fundamental principles of physics, but also the elements of scientific method. Reference is made where possible to the implications and effect on current thought of recent advances. In the laboratory about thirty quantitative experiments are performed, for training in manipulative techniques and also to illuminate the methods of attack used in scientific investigation. The use of the slide rule is taught and required.

PHYSICS X. Five hours. An honors course open, upon invitation of the Department, to a small group of Seniors who are concurrently taking Mathematics 5 and who have not previously studied elementary physics. A previous course in chemistry, though not required, is advisable. Lectures, recitations, and laboratory work will be planned to prepare students to pass the Advanced Placement Examination in Physics of the College Entrance Examination Board.

PHILLIPS ACADEMY

PHYSICS S. Two hours. Open to Seniors who have completed a year of Physics. Chemistry and Mathematics 4 or 5 are strongly advised as concurrent courses. With the aid of a textbook prepared for college freshmen, the course reviews most of the material of elementary physics but in considerably greater depth. In addition, a number of new topics are taken up, such as simple harmonic motion, kinetic theory of gases, interference and diffraction of light, and introduction to the quantum theory. Individual study projects are assigned in the spring. Students who do well in the course are prepared to take the Advanced Placement Examination in Physics, but a first course in calculus is normally necessary before advanced placement in college can actually be achieved.

Honors Sequence

SCIENCE HONORS 1 AND 2. Five hours each year. A two-year sequence open, upon invitation of the instructor, to a small group of Upper Middlers who will complete Mathematics 5 before graduation and who have demonstrated unusual capacity in science or mathematics. The subject matter will include chemistry and physics, both of them carried well beyond the elementary level in text and laboratory work. It is expected that the ablest students in the sequence will be prepared to pass both the physics and chemistry Advanced Placement Examinations of the College Entrance Examination Board.

Honors Physical Science 1 will fulfill the diploma requirement in laboratory science for students who find it inadvisable for any reason to continue to Honors Science 2.

SOCIAL PROBLEMS

Two hours. An elective for Seniors, the course is a study of a number of basic social problems confronting any organized society, with attention given to certain important contemporary social movements. The approach is predominantly an ethical one, attempting mainly to set forth the issues confronting our times.

PHILLIPS ACADEMY

PRIZES

The following prizes are open for competition in each academic year. Unless otherwise indicated, awards may be made in cash or in the value of the amounts listed.

ENGLISH

DRAPER PRIZES. For declamation. Open to members of English 3, 4, and 5. \$25, \$20, and \$15. First awarded 1867. Funded in 1878 by Warren F. Draper, Class of 1843. Awarded 1958 to (1) Patrick William Cary-Barnard, (2) Peter Andrew Bienstock, (3) Dwight Montgomery Bissell, Jr.

MEANS PRIZES. For declamation of original essays. Open to members of English 3, 4, and 5. \$25, \$20, and \$15. First awarded 1868. Funded in 1879 by William C. Means, of Andover. Awarded 1958 to (1) Peter Andrew Bienstock, (2) Thomas Anderson Standish, III, (3) Maynard Joy Toll, Jr.

ROBINSON PRIZES. For debating between a team of the Philomathean Society and one chosen from the rest of the school, or between two teams chosen by the Philomathean Society. \$70 to the winning team. First awarded 1896. Funded in 1910 by Henry S. Robinson, of Andover. Awarded 1958 to Geoffrey Hallam Movius, John Marshall Kirk, Samuel Bassett Abbott.

SCHWEPPE PRIZES. An examination on a literary subject. Open to Senior and Upper Middle Classes. \$30 and \$20. First awarded 1912. Sustained since 1941 by Jean Schweppe Armour and John S. Schweppe in memory of their father, Charles H. Schweppe, Class of 1898. Awarded 1958 to (1) David George Epstein, (2) Mitchell Henry Gail.

GOODHUE PRIZES. In English literature and composition, including the more practical topics of elementary rhetoric. Open to Senior and Upper Middle Classes. \$30 and \$20. First awarded 1916. Funded in 1936 by the family of Francis A. Goodhue, of Andover, in memory of his devotion to Phillips Academy. Awarded 1958 to (1) Peter Andrew Bienstock, (2) Peter Lee Monroe.

CLOUGH PRIZE. For an essay by a Senior on an assigned literary subject. \$40. First awarded 1923. Funded in 1923 by friends of Charles C. Clough, Class of 1906, in memory of his interest in literary studies and his devotion to Phillips Academy. Awarded 1958 to Michael Anthony Slote.

LANGLEY PRIZE. For an essay on Charles Dickens. Open to the entire school. \$15. First awarded 1929. Funded in 1927 by Stephen S. Langley, Class of 1863. Awarded 1958 to Michael Anthony Slote.

LEONARD PRIZES. For declamation of original essays. Open only to Juniors and Lower Middlers. Three prizes of books. First awarded 1942. Funded in 1957 by *The Phillippian* in memory of Arthur W. Leonard, Instructor in English 1907-1941. Awarded 1958 to (1) John Townsend Darnton, (2) Steven Michael Dingilian, (3) Lawrence Michael Butler.

CARR PRIZES. For skill in oral English. Open only to Juniors and Lower Middlers. \$16, \$12, \$8, and \$4. First awarded 1943. Sustained by Donald

PHILLIPS ACADEMY

Eaton Carr, Class of 1922. Awarded 1958 to (1) George Byron Houpis, (2) Stevenson Demuth Morgan, (3) Charles Edward Bradford, (4) John Morgan Daniel.

BURNS PRIZES. For an original poem. Awarded to one boy in each of the three upper classes. \$20 each. First awarded 1945. Funded in 1944 by Mrs. John P. O'Rourke in memory of her son, 2nd Lt. Charles Snow Burns, USAAF, Class of 1941. Awarded 1958 to *Senior*, David Michael Levin; *Upper*, David George Epstein, *Lower*, Duncan McLean Kennedy.

SUMNER R. KATES PRIZE. For an essay in American Literature. \$50. First awarded 1950. Funded in 1949 by Sumner R. Kates, Class of 1938. Awarded 1958 to Peter Andrew Bienstock.

CLASSICAL LANGUAGES

COOK PRIZES. In Greek. Examination in Homer, including translation at sight and questions on grammar and antiquities suggested by the passage set. \$30, \$15, and \$10. First awarded 1879. Funded in 1878 by Joseph Cook, LL.D., Class of 1857. Divided 1958 between Alan Albright and Ronald Hines.

DOVE PRIZES. In Latin. Open to Seniors or members of Latin 4. \$30, \$20, and \$10. First awarded 1880. Sustained since 1915 from the George W. W. Dove Fund. Awarded 1958 to (1) William Chapin Condit, Jr., (2) David Haslam Walsh, (3) Marshal Dickinson Newton.

VALPEY PRIZES. In Latin composition and Greek composition. Open to the Upper Middle Class. \$20 each. First awarded 1896. Funded in 1891 from a bequest of Rev. Thomas G. Valpey, Class of 1854. Awarded 1958 to Ronald Lewis Meyer.

JOHNSON PRIZE. In Greek composition \$10. First awarded 1924. Funded in 1932 by Alfred Johnson, Class of 1890, in memory of the Reverend Alfred Johnson, a graduate of Dartmouth College. Awarded 1958 to Douglas Small Liebhafsky.

WEIR PRIZE. In New Testament Greek. \$70. First awarded 1928. Funded in 1927 from a bequest of Rev. William N. Weir, Class of 1895. Awarded 1958 to Peter Charles Schlaifer.

BENNER PRIZE. For excellence in first-year Greek. \$25. First awarded 1939. Funded in 1950 by the Rogers Associates, Inc., in honor of Allen Rogers Benner, Class of 1888, for forty-six years Instructor in Greek in Phillips Academy. Awarded 1958 to Ronald Lewis Meyer.

DEPARTMENT PRIZES. For excellence in Latin translation, composition, and recitation. In Latin 3. Translation and composition. \$10 and \$5. For translation awarded 1958 to (1) Michael Serge Horn, (2) Nicholas Van Houten Kip and Larry Jay Lawrence. For recitation awarded 1958 to Steven Michael Dingilian. Honorable Mention: Duncan McLean Kennedy, Erik Sheldon Lunde. In Latin 2. Translation and composition. \$10 and \$5. For translation awarded 1958 to (1) John Gillespie Hartnett, (2) Lawrence Michael Butler. For recitation awarded 1958 to George Byron Houpis. Honorable Mention: George Fuller. In Latin 1. For recitation from memory of poetry or prose. \$10. Awarded 1958 to Michael William Rosati. Honorable Mention: Belden Crane Johnson. First awarded 1940. Sustained since 1947 from the Winthrop Fund.

PHILLIPS ACADEMY

CATLIN PRIZE. Regardless of need, to a member of the Upper Middle Class of outstanding scholarship and deportment, who, on completion of Greek 2 or Latin 3 at Phillips Academy, shall include in his Senior program a major course in Greek or Latin. \$1000. First awarded 1945. Funded in 1944 from a bequest of George H. Catlin, Class of 1863. Awarded 1958 to Douglas Small Liebhafsky.

GERMAN

STEVENSON PRIZE. In German composition, oral and written. Open to the Senior and Upper Middle Classes. \$15. First awarded 1904. Funded in 1904 by Robert Stevenson, Jr., Class of 1896, in memory of his father. Awarded 1958 to Ronald Lewis Meyer.

FRENCH

TAYLOR PRIZE. In French conversation and composition. A selection of French books. First awarded 1909. Funded in part in 1908 by a member of the Class of 1868 in memory of Frederick Holkins Taylor of that class, son of Professor John L. Taylor, Treasurer of Phillips Academy 1852-1868. Awarded 1958 to Dane Farnsworth Smith, Jr.

DEPARTMENT PRIZES. For aural ability. To those students in their first and second year of French who receive the highest marks on a special examination to test aural comprehension. First and second prizes in books. First awarded 1946. Sustained by an anonymous donor. Awarded 1958 in French 1 to (1) Edward Vermilye Cox, III, (2) Stuart Henrik Edward Wrede. Awarded 1958 in French 2 to (1) Channing Delano Bates, (2) Duncan McLean Kennedy.

ANTHONY D. GRAVES PRIZE. For beginning French students. To the student whose application and effort result in the greatest over-all improvement during his first year of study of French. \$25. First awarded 1954. Funded in 1954 by Mrs. Charles F. Pease in memory of her father. Awarded 1958 to Frederick Louvane Fox.

FORBUSH PRIZE. In French 3. A book or books. First awarded 1956. Funded in 1955 by students and friends of Guy Johnson Forbush, Instructor in French at Phillips Academy 1917-1920, 1924-1955. Awarded 1958 to Frank Seaver Hewitt.

SPANISH

HAYDEN PRIZE. To a member of the first-year Spanish course who, in the opinion of the faculty, has made the greatest progress in oral Spanish. \$35. First awarded 1945. Funded in 1945 by Mr. and Mrs. Howard P. Hayden, of Santiago, Chile. Divided 1958 between Martin Quinn and Charles Scurry Leavell.

HISTORY

LAUDER PRIZES. In History of England and the British Empire. Competitive examination. \$25, \$15, and books. First awarded 1913. Funded in 1916 by George Lauder in memory of his son, George Lauder, Jr., Class of 1897. Awarded 1958 to (1) William Allington Butler, (2) Willard Scott Thompson.

HAYMOND PRIZES. In American History. To undergraduates taking the course in History of the United States, for an essay on the Constitution of the

PHILLIPS ACADEMY

United States. \$50, \$25, and \$10. First awarded 1943. Sustained by The Honorable Frank C. Haymond, in honor of his sons, William Stanley Haymond, 2d, Class of 1942, and Thomas Arnette Haymond, Class of 1943. Awarded 1958 to (1) William Farquhar Stiles, (2) Michael Stanley Sinton, (3) George Bernard Pidot, Jr.

GRACE PRIZES. In American History. For an essay on the Bill of Rights or other historical topic related to our heritage of human liberty. \$75, \$45, and \$40. First awarded 1953. Funded in 1951 by Oliver R. Grace, Class of 1926, in memory of his father, Morgan H. Grace. Awarded 1958 to (1) Paul Elmer More Fine, (2) Roger Duncan Mackenzie, (3) Uyan-Lung Yu. Honorable Mention: Alan Richard Petraske, Peter Clark Kenney.

MARSHALL S. KATES PRIZE. In American History. To an undergraduate taking the course in History of the United States for an essay on a topic in the field of American History. \$50. First awarded 1953. Funded in 1952 by Marshall S. Kates, Class of 1939. Awarded 1958 to Allan Joseph Weinstein.

WEBSTER PRIZES. In Ancient History, European History, and Contemporary Affairs. Open to all students taking the courses, on the basis of competitive examinations or proficiency in current work, at the discretion of the department. \$125 in money and books. First awarded 1956. Funded in 1956 by Dean Kingman Webster, Jr., Class of 1915. Awarded 1958 in Ancient History to (1) Tom Isaac Evslin, (2) King William Wishbone Harris. In European History to (1) Duncan McLean Kennedy, (2) Thomas Halle Whitesides. In Contemporary Affairs divided between Leslie Ernest Simpson and John Sargent Rockwell.

MATHEMATICS

CONVERS PRIZES. In Plane Geometry. Awarded on the basis of an examination in Plane Geometry covering analysis on the originals, numericals, loci, and constructions. \$100, \$75, \$50, \$25, \$10, and books. First awarded 1898. Funded in 1898 by E. B. Convers, Class of 1857, and extended in 1951 by the former prize men. Awarded 1958 to (1) Maynard Joy Toll, Jr., (2) Roger Underwood Wellington, Jr., (3) Thomas Luke Stirling, Jr., (4) William Gardner Brown, (5) Toomas Juhan Kukk.

EATON PRIZE. In Algebra. To a member of the Junior Class outstanding for proficiency in first-year Algebra. \$20. First awarded 1938. Funded in 1957 by bequest of Thaxter Eaton, Class of 1904, in memory of his father, George T. Eaton, Class of 1873, for fifty years Instructor in Mathematics at Phillips Academy. Divided 1958 between John Allington Butler and James Shields Durston.

MCCURDY PRIZES. In Trigonometry and Solid Geometry. For Seniors. Awarded on the basis of classroom work and an examination. \$35 and \$25. First awarded 1941. Funded in 1940 by the family of the late Matthew S. McCurdy in memory of his connection with Phillips Academy as Instructor in Mathematics from 1873 to 1921. Awarded 1958 to (1) William Henry Weihofen, (2) Milton Ira Cohen.

BAILEY PRIZE. In Lower Middle Mathematics. On the basis of an examination at the close of the year. \$35. First awarded 1946. Funded in 1946 by Edward Bailey Crichton, Class of 1946, in memory of his grandfather, Edward Bailey, Class of 1878. Awarded 1958 to Joseph Abbott Ingelfinger.

PHILLIPS ACADEMY

WATT PRIZES. In Elementary and Intermediate Algebra, Plane and Solid Geometry, Plane Trigonometry and Advanced Algebra. For Seniors. Awarded on the basis of a comprehensive examination covering the analytical work of secondary school Mathematics. \$125, \$75, \$25, and books. First awarded 1954. Funded in 1953 by J. Lester Parsons with the cooperation of William C. Ridgway, Jr., Class of 1925, and William C. Ridgway, 3d, Class of 1953, in memory of Frederick Ellsworth Watt, an Instructor at Phillips Academy from 1933-1951. Awarded 1958 to (1) Jeffrey Weil Eiseman, (2) Emmett Brown Keeler, (3) William Henry Weihofen.

TOWER PRIZE. For excellence in Analytic Geometry and the Calculus. A specially bound book in the field of Mathematics. First awarded 1954. Sustained by John W. Dixon, Class of 1924, in recognition of Oswald Tower. Instructor in Mathematics at Phillips Academy 1910-1949. Awarded 1958 to Douglas Smith.

SCIENCES

WADSWORTH PRIZE. In Physics. To the student holding the highest rank in Physics for the year. \$40. First awarded 1900. Funded in 1952 by William S. Wadsworth, M.D., Class of 1887. Awarded 1958 to William Chapin Condit, Jr.

DALTON PRIZE. In Chemistry. To the student holding the highest rank in Chemistry for the year. \$65. First awarded 1915. Funded in 1915 by Frederick Goodrich Crane, of Dalton, Massachusetts, Class of 1884. Trustee of Phillips Academy, 1912-1923. Awarded 1958 to Thomas Engelhard Myers, Jr.

MARSH PRIZE. In Biology. To a student who has been outstanding in interest and attainment in the Biological Sciences. \$25. First awarded 1936. Sustained since 1950 by an anonymous donor in memory of Othniel C. Marsh, Class of 1851, one of the great paleontologists of his day. Awarded 1958 to Peter Dearborn Brownrigg.

BAUSCH & LOMB HONORARY SCIENCE AWARD MEDAL. For exceptional progress in science studies. First awarded 1945. Awarded 1958 to William Henry Weihofen.

GRAHAM PRIZE. In Science. To that member of the graduating class attaining the highest average grade in ten hours of the Natural Sciences studied while at Phillips Academy. \$935. First awarded in 1946. Funded in 1945 from a bequest of James C. Graham, Instructor in Science at Phillips Academy, 1892-1937. Divided 1958 between Thomas Engelhard Myers, Jr., and Stephen Lockwood Rieber.

WADSWORTH PRIZE. In Biology. To the student holding the highest rank in Biology for the year. \$30. First awarded 1953. Funded in 1952 by William S. Wadsworth, M.D., Class of 1887. Awarded 1958 to William Allington Butler.

DEPARTMENT PRIZE. To that boy taking elementary physics who receives the highest grade on a prize examination. A book. First awarded 1956. Sustained by an anonymous donor. Awarded 1958 to William Chapin Condit, Jr.

LABORATORY PRIZE. In Biology. To a student outstanding in interest and attainment in laboratory work in the Biological Sciences. \$10 in laboratory equipment of the winner's choice. First awarded 1958. Sustained by the Biology Department. Divided 1958 between Peter Hagemann and John Gillespie Hartnett.

PHILLIPS ACADEMY

SCOVILLE PRIZE. To a student or students for an original paper or project exhibiting creative thinking or ingenuity in the Physical Sciences or Mathematics, preferably not in assigned course work. \$50. To be first awarded in 1959. Sustained by Anthony Church Scoville, Class of 1958, in memory of his grandfather, Herbert Scoville.

MUSIC

CUTTER PRIZES. For proficiency in orchestral, especially stringed, instruments. \$35, \$20. First awarded 1924. Funded in 1925 by Rev. C. F. Cutter, Class of 1871, in memory of his father, Charles Cutter, Class of 1840. Awarded 1958 to (1) John Seymour Howland, (2) Quinn Benensohn Rosefsky.

POYNTER PRIZE. To that member of the Phillips Academy Choir who, in the judgment of the Choirmaster, has been the most useful member of that organization. \$30. First awarded 1945. Funded in 1943 by Horace Martin Poynter, Class of 1896, and Mrs. Poynter, of Andover, in memory of their son, Edward Pitkin Poynter, Class of 1940, who gave his life for his country in the aviation service in July, 1943. Divided 1958 between David Lyle Gillis and Carl Victor Schieren.

JONES PRIZE. To that member of the Phillips Academy Orchestra who, in the judgment of the Director of Music, has been the most useful member of that organization. \$25. First awarded 1946. Funded in 1945 by Edward T. Jones in memory of his son, Ainsworth B. Jones, of the Class of 1939, who gave his life for his country in the aviation service in July, 1943. Awarded 1958 to Kenneth Alexander MacLeod, Jr.

COLLIER PRIZES. For proficiency in the playing of the piano. \$15, \$10. First awarded 1947. Funded in 1946 by Mrs. Milton Collier and I. Alfred Levy in memory of Milton Collier. Divided 1958 between George Fuller and Steven Michael Dingilian.

FULLER MUSIC PRIZE. To a musical student who, irrespective of need, has demonstrated high character and special musical aptitude. The recipient will assume responsibility for playing the carillon in the Memorial Tower. \$500. First awarded 1951. Sustained by Samuel Lester Fuller, Class of 1894. Awarded 1958 to Edward Robert Shapiro.

BAND PRIZE. To that member of the Phillips Academy Band who, in the judgment of the Director of Music, has been the most useful member of that organization. \$25. First awarded 1953. Sustained by the Department of Music. Divided 1958 between Arthur Crane Burdett and John Seymour Howland.

ART

MORSE PRIZE. To the student who best combines native creative ability with craftsmanship, as evidenced in a developed personal style. \$25. First awarded 1932. Funded 1942 by Winslow Ames, Class of 1952, in honor of Samuel Finley Breese Morse, Class of 1805. Awarded 1958 to Maarten Henkes.

THOMPSON PRIZE. For improvement in drawing and painting. \$25. First awarded 1932. Funded in 1955 by Mrs. Frances Thompson Heely in memory of her brother, Augustus Porter Thompson, 3d, Class of 1928. Awarded 1958 to William Hamilton.

PHILLIPS ACADEMY

ADDISON GALLERY ASSOCIATES PRIZE. To a student who has distinguished himself in art as well as in other activities. \$25. First awarded 1941. Sustained by the Addison Gallery Associates. Awarded 1958 to Richard Cushman Carroll, Jr.

JOHN ESTHER GALLERY PRIZE. To the student who has shown through his work the clearest understanding of art. \$25. First awarded 1943. Sustained by Mr. and Mrs. Patrick Morgan. Awarded 1958 to Patrick Henry Gorman, 3d.

ATHLETICS

FACULTY GOLF CUP. To the winner of the Varsity Golf Squad competition. Winner's name inscribed on Cup. Presented in 1927 by the Faculty of Phillips Academy. First awarded 1927. Awarded 1958 to John Michael Barry, Jr.

KILPATRICK TROPHY. To the winner of the Andover versus Exeter track meet. A bowl. Winner's name inscribed on bowl, to be held for one year by the winning Academy. Replica to the captain or co-captains of the winning team. Trophy presented in 1938 by John Reed Kilpatrick, Class of 1907, and replicas sustained by him. First awarded 1938. Awarded 1958 to Phillips Exeter Academy and to James Richard Carter, 3rd, captain of track.

SCHUBERT AWARD. To a member of the Senior Class who has excelled in varsity athletics and who has best exemplified the qualities of sound character, cheerfulness, and good sportsmanship on the athletic field. A gold medal, and winner's name inscribed on a plaque. Funded in 1951 by the Eta Delta Phi Society, in memory of Edmund John Schubert of the Physical Education Department. First awarded 1944. Awarded 1958 to Paul Lance Kelly.

CROSS COUNTRY CUP. To the member of the Cross Country Team who during the season has displayed outstanding sportsmanship, performance, and team spirit. Winner's name inscribed on Cup. Presented in 1952 by the members of the cross country squad in honor of their coach, Norwood Penrose Hallowell. First awarded 1953. Awarded 1958 to Laurens Hamilton Rhineland, Jr.

BASKETBALL TROPHY. To the club basketball player who has contributed most to club basketball. Winner's name inscribed on trophy. Presented in 1953 by the members of the Varsity Basketball Team. First awarded 1953. Awarded 1958 to John Philip Linfoot.

FAGAN SQUASH RACQUETS TROPHY. To the winner of the Fagan Trophy Tournament. Winner's name inscribed on Trophy. Presented in 1954 by Charles Aloysius Fagan, III, Class of 1954, in honor of his father, Charles Aloysius Fagan, Jr. First awarded 1954. Awarded 1958 to William David Robertson.

LACROSSE TROPHY. To the Lacrosse player, excluding the captain, who through enthusiasm and love for the sport has inspired his teammates with the will to win. Winner's name inscribed on Trophy. Presented in 1954 by the members of the lacrosse squad in honor of their coach, John Richard Lux. First awarded 1954. Awarded 1958 to Lewis William van Amerongen.

SMITH HOCKEY CUP. To a member of the Hockey Team, exclusive of the captain, who is in good scholastic standing and who during his association with hockey has contributed most to the sport and to the school by representing its ideals through sportsmanship, endeavor, and ability. A silver cup. Funded

PHILLIPS ACADEMY

in 1954 by Sumner Smith, Class of 1908. First awarded 1954. Awarded 1958 to Earl Milton Smith, Jr.

CREW CUP. To the boy who has contributed most in the way of team spirit and sportsmanship to the Crew. Winner's name inscribed on Cup. Presented in 1955 by the members of the rowing squad, in honor of their coach, William Hayes Brown, Class of 1934. First awarded 1955. Awarded 1958 to Malcolm Stephan Salter.

TRACK TROPHY. To the member of the winter and spring varsity track squad who exhibits outstanding character and will to win. Winner's name inscribed on Trophy. Presented by the members of the 1955 winter and spring track squads in honor of their coach, Stephen Stanley Sorota. First awarded 1955. Awarded 1958 to Paul Lance Kelly.

PRESS CLUB TROPHY. To the boy who has proved through his performance on the athletic fields to be the most capable athlete of the whole year. Winner's name inscribed on Trophy and winner receives replica of Trophy. Trophy presented in 1956 by the members of the Press Club of Phillips Academy and replicas sustained by the Club. First awarded 1956. Awarded 1958 to Walter Jack Whitehouse.

SHERIDAN MEDAL. To the student who has contributed most to the intramural athletic program. A gold medal. Funded in 1956 by bequest of Fannie J. Sheridan, in memory of her grandson, Harold Joseph Sheridan, Jr., Class of 1943, who gave his life for his country as a member of the United States Marine Corps in September 1944. First awarded 1957. Awarded 1958 to John Barlow Reid, Jr.

OTHER PRIZES

AURELIAN HONOR SOCIETY PRIZE. To a member of the graduating class who, in the opinion of the Faculty and his classmates, is outstanding in sterling character, high scholarship, and forceful leadership. Books. First awarded 1936. Sustained by the Aurelian Honor Society. Awarded 1958 to Dwight Montgomery Bissell, Jr.

AYARS PRIZE. To a member of the Senior Class who, through worth, perseverance and seeking after excellence, has created for himself a position of respect and admiration in the school community. \$50. First awarded 1956. Funded in 1957 by Mr. and Mrs. James S. Ayars in memory of their son, James Sterling Ayars, Jr., Class of 1949. Awarded 1958 to Malcolm Stephen Salter.

BIERER PRIZE. To a student who is outstanding in character and personality. \$25. First awarded 1944. Sustained by Eugene S. Bierer, Class of 1943. Awarded 1958 to Dwight Montgomery Bissell, Jr.

BUTLER-THWING PRIZE. To the member of the Junior Class with highest marks in entrance examinations. \$30. First awarded 1915. Funded in 1918 by Capt. Francis Butler-Thwing, Class of 1900. Awarded 1958 to Edward Vermilye Cox, III.

FACULTY PRIZE. To the Senior graduating with the highest average in scholarship. \$100. First awarded 1912. Funded in 1923 by Sanford H. E. Freund, Class of 1897, and increased in 1955 by his sister, Miss Camille E. Freund. Awarded 1958 to George Bernard Pidot, Jr.

FEDERATION OF HARVARD CLUBS PRIZE. To a member of the Upper Middle Class, preparing for college, recommended by the Headmaster and

PHILLIPS ACADEMY

Faculty for high scholarship and character. A book. First awarded 1911. Sustained by the Harvard Club of Andover. Awarded 1958 to David Haslam Walsh.

FULLER PRIZE. To a member of the Senior Class who, having been at Andover not less than two years, has best exemplified and upheld in his life and work at Andover the ideals and traditions of the school. A gold medal. First awarded 1912. Sustained by Samuel Lester Fuller, Class of 1894. Awarded 1958 to Thomas Engelhard Myers, Jr.

HOPPER PRIZE. To a student worker in the Commons who is outstanding in industry, cooperation, and unselfishness. \$100. First awarded 1954. Funded in 1953 by friends of Henry Hopper who, for thirty-eight years, served Phillips Academy with industry, cooperation, and unselfishness. Awarded 1958 to Dennis Reisling Ellsworth.

IMPROVEMENT PRIZE. To a member of the Senior Class who has been a student at Andover for at least two years and who has shown the greatest development in character and scholarship. First awarded 1941. Sustained by a member of the Class of 1916. Awarded 1958 to David Lyle Gillies.

KEYES PRIZE. To a boy who in his Lower Middle year shows outstanding qualities of character, leadership, scholarship and athletic ability. \$50. To be awarded 1959. Sustained by Langley C. Keyes, Class of 1920.

KINGSBURY PRIZE. To a student of outstanding character, who, in the judgment of the Headmaster, is especially distinguished for perseverance and resolution. \$50. First awarded 1943. Funded in 1945 by Dr. and Mrs. John A. Kingsbury in memory of their son, John Adams Kingsbury, Jr., Class of 1934. Awarded 1958 to Frederic David Trickey.

LORD PRIZE. To a Senior who during his residence at Phillips Academy has displayed in his daily actions and personal contacts a genuinely fine character. A selection of books. First awarded 1947. Sustained by Mason Faulconer Lord, Class of 1944. Awarded 1958 to Lawrence Jon Lewis.

PHILLIPIAN PRIZE. For outstanding service rendered to the *Phillipian*. \$50. First awarded 1931. Funded in 1931 by James Q. Newton, Class of 1929, and Business Manager of the *Phillipian* during his Senior year. Divided 1958 between Yuan-Lung Yu and Klaus Dieter Kertess.

SCHWEPPE (RICHARD JEWETT) PRIZE. To a member of the Senior Class in recognition of an unusual spirit of cooperation and friendliness. \$50. First awarded 1947. Funded in 1946 by Mrs. Richard J. Schweppe in memory of her husband, Richard Jewett Schweppe, Class of 1896. Awarded 1958 to Yuan-Lung Yu.

STEARNS PRIZE. In honor of Dr. Alfred E. Stearns, Class of 1890, Headmaster of Phillips Academy 1903-1933, to a student who, through conscientious effort, high ambition and courage, outstanding character and excellent deportment, has made Phillips Academy a better and more friendly place in which to live. \$100. First awarded 1951. Supported, beginning in 1959, by the Roger C. Sullivan Fund, established in 1921 by Boetius H. Sullivan, Class of 1905. Awarded 1958 to Samuel Hutchins Back.

SULLIVAN PRIZES. To those members of the Senior, Upper Middle, Lower Middle, and Junior Class who made the greatest improvement in scholarship during the previous school year. Four prizes of \$200 each, awarded in the fall. First awarded 1921. Funded in 1921 by Boetius H. Sullivan, Class of 1905, in

PHILLIPS ACADEMY

memory of his father, Roger C. Sullivan. Awarded 1956-57 to Robert Thomas Vinobal, William Henry Weihofen, Richard Jared Lubarsky, Boylston Adams Tompkins, III. 1958 awards to be announced.

VAN DUZER PRIZES. Two prizes of \$350 each, awarded as outlined below. (a) ANDOVER-HARVARD. "The income is awarded annually on the basis of high scholarship to a member of the incoming Senior Class who is preparing for Harvard, the award to be announced at the close of the student's Upper Middle year on the basis of his record up to that time." Awarded 1957 to Douglas Small Liebhafsky. (b) HARVARD-ANDOVER. "The income is available for a graduate of Phillips Academy during his Freshman year in Harvard College, the award based on high scholarship, to be announced at the close of the recipient's Senior year in the school." Awarded 1957 to John Holcombe McCulloch Austin. First awarded 1912. Funded in 1928 from a bequest of Henry S. Van Duzer, Class of 1871. 1958 awards to be announced.

WARREN PRIZE. To a member of the Senior Class preparing to enter Amherst College who, on the basis of character and scholarship, is deemed most deserving of the award by the Faculty. \$50. First awarded 1926. Funded in 1925 by Frank Dale Warren, Jr., Class of 1915, in memory of his father, Class of 1879. Awarded 1958 to John Randall Morehouse.

WELLS PRIZE. To a member of the Junior Class who has displayed the outstanding qualities of loyalty, perseverance, and sterling character which characterized the boy in whose memory this prize is given. \$50. First awarded 1953. Sustained by Mr. and Mrs. J. Brent Wells in memory of their son, Anthony Peter Wells, admitted to the Class of 1956. Awarded 1958 to James Shields Durston.

YALE BOWL. To that member of the Senior Class who has attained the highest proficiency in scholarship and athletics. First awarded 1902. Sustained by the Yale Club of Boston. Awarded 1958 to Lewis William van Amerongen.

NOTE—The dates given above are those of the years in which the several prizes, as sustained or established, were first awarded.

PHILLIPS ACADEMY

SCHOLARSHIP FUNDS

Scholarships are provided by the Trustees from the income of the following funds:

*HON. WILLIAM PHILLIPS (1795; 1804). Begun with a gift from Hon. William Phillips and increased by his bequest of \$4,000	\$ 4,633.33
*STUDENTS' EDUCATIONAL FUND (1854). Begun with a gift of one hundred dollars from the Senior Class of 1854. Since then increased by the accumulation of income and by other gifts, including one of \$1,000 from Edward Taylor, Treasurer of Phillips Academy, 1868-1889.	7,762.64
*SAMUEL FARRAR (1865). Treasurer of Phillips Academy, 1808-1840. (A part of this fund is for other purposes.)	22,000.00
*JANE AIKEN CLARKE (1870). James G. Clarke, Class of 1839, in memory of his mother.	1,200.00
PETER SMITH BYERS (1878). John Byers, Class of 1848, in memory of his brother, Class of 1847. For boys from Andover.	500.00
*CLASS OF 1878 (1878). Senior Classical class.	1,200.00
JONATHAN TAYLOR (1878). Edward Taylor, Treasurer of Phillips Academy, 1868-1889, in memory of his father. For boys from Andover.	1,000.00
*HIRAM W. FRENCH (1879), Class of 1839.	1,000.00
*CAROLINE PARKER TAYLOR (1880). Mrs. Alpheus Hardy, in memory of the wife of Dr. Samuel H. Taylor, Principal of Phillips Academy, 1838-1871.	1,000.00
*GERARD SUMNER WIGGIN (1882). Lady Elizabeth Sumner Buckley-Mathew Fleming, in memory of her son, Class of 1875. . .	1,000.00
*STONE EDUCATIONAL FUND (1882). Mrs. Valeria G. Stone of Malden.	26,400.00
*RICHARDS (1889). Mrs. Mary A. Richards, of Andover, in memory of her sons, Charles Thomas Richards, assistant in the Treasurer's Office of Phillips Academy, and Edward Stanley Richards, Class of 1875.	1,450.14
*WARREN F. DRAPER (1890), Class of 1843.	1,000.00
CHARLES L. FLINT (1890), Class of 1845. Preference to boys from Middleton, Mass.	5,000.00
*For general scholarship purposes	

PHILLIPS ACADEMY

*HENRY P. HAVEN (1890). Trustees of Henry P. Haven estate, of New London, Conn.....	1,000.00
*EMMA LANE SMYTH (1890). Gov. Frederick Smyth, of New Hampshire, Class of 1839, in memory of his wife.....	1,000.00
*JAMES AND PERSIS TAYLOR (1890). Mrs. Mary E. Fairbanks, sister of Dr. Samuel H. Taylor, in memory of her father and mother.....	1,000.00
*JOSEPH DOWE (1892), Class of 1817.....	3,097.98
JOHN CORNELL (1894). For boys from Andover, recommended by the School Committee of Andover..... Awarded 1957-1958 to Thomas John Lynch.	5,000.00
*JAMES CALVIN TAYLOR (1895). Mrs. Mary E. Fairbanks, in memory of her brother, Class of 1840.....	1,000.00
*MARY W. HOLBROOK (1900).....	500.00
*CARTER (1906). Mrs. Ruby A. Carter, of Andover, in memory of her husband and daughter.....	1,500.00
*HERMAN VERHOEFF HARTWELL (1907; 1926). Mr. and Mrs. Frank N. Hartwell, in memory of their son, Class of 1908....	5,000.00
*GEORGE RIPLEY (1908).....	2,500.00
T. AUGUSTUS HOLT (1909). For boys from Andover.....	26,003.24
*JAMES HUNTINGTON (1910; 1931). The widow and daughter of James Huntington, Class of 1848.....	2,000.00
*ALLAN MORSE PENFIELD (1913), Class of 1904.....	1,000.00
*GEORGE B. KNAPP (1914). Katharine Knapp estate, in memory of her brother, Trustee of Phillips Academy, 1899-1919.....	5,000.00
*THOMAS A. EMERSON (1917). Rev. Thomas A. Emerson, Class of 1859, and Mrs. Emerson.....	2,000.00
ROBERT HENRY COLEMAN (1919). Mrs. John Coleman, in memory of her son, Class of 1912, who died in the military service of the United States, 1918..... "The income is awarded annually at the end of his Junior year to a student of limited means, who, in the judgment of the Headmaster, has displayed the most promise of maintaining the highest standard of worth, measured by character, scholarship, and general influence in the school." Awarded 1957-1958 to Edward Ashley Leavitt.	6,000.00
GEORGE XAVIER McLANAHAN (1919). His mother and sister, in memory of George Xavier McLanahan, Class of 1892.....	10,000.00

*For general scholarship purposes

PHILLIPS ACADEMY

"The income is used annually for the assistance of a worthy student or students of limited means."

Awarded 1957-1958 to Thomas Engelhard Myers, Jr.

GORDON FERGUSON ALLEN (1920; 1957). James F. Allen, of Meriden, Conn., and his sons, Parker B. Allen, Class of 1914, and Theodore F. Allen, Class of 1915, in memory of Gordon Ferguson Allen. Increased in 1957 by Theodore F. Allen.....	10,000.00
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"The income is awarded annually to a deserving student of character and promise and of limited means."

Awarded 1957-1958 to Richard Haelig Hendrickson.

REV. WILLIAM HENRY AND ELLEN CARY HASKELL (1920; 1936). Rev. William Henry Haskell, Class of 1856, and his five sons, Classes of 1883, 1888, 1890, and 1895.....	3,000.00
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"The income is used annually in aiding a needy and deserving student to meet the regular expenses of the school."

Awarded 1957-1958 to Erik Sheldon Lunde.

*HARRIET L. ERVING (1922). Miss Harriet L. Erving, of Andover, for thirty years assistant in the Treasurer's Office.....	1,500.00
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*SAMUEL M. EVANS (1922), Class of 1887. (A part of the fund is for other purposes.).....	2,000.00
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CHARLES C. CLOUGH (1923). Classmates and friends at Princeton of Charles C. Clough, Class of 1906.....	5,000.00
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"The income is awarded annually on recommendation of the Senior Class to that member of the Upper Middle Class who is of limited means, and who most embodies those qualities of manliness, loyalty, cheerfulness, high purpose, and clean living which were conspicuous in the character of him in whose memory this scholarship was established."

Awarded 1957-1958 to Gilbert Russell Bamford.

*FRANK BUTLER WALKER (1923). Mrs. Mary C. B. Walker, in memory of her son, Class of 1889.....	1,425.00
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*ABRAHAM B. COFFIN (1924), Class of 1852.....	2,000.00
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ALFRED HOWLETT DURSTON (1926). Marshall H. Durston, Class of 1900, in memory of his brother, Class of 1897.....	5,000.00
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"The income is awarded annually to a student of limited means who, in the judgment of the Headmaster, embodies the best ideals of student life, scholarship, character, and influence."

Awarded 1957-1958 to Einar John Westerlund, Jr.

SMITH LEWIS MULTER, JR. (1926). Smith Lewis Multer, in memory of his son, Class of 1923.....	5,000.00
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"The income is awarded annually at the close of his Upper

*For general scholarship purposes

PHILLIPS ACADEMY

Middle year to a worthy student of limited means who, in the judgment of the Headmaster, has exhibited promise in scholarship and qualities of leadership and wholesome influence in the general activities of the school."

Awarded 1957-1958 to Vernon Gaither Pratt.

*AMASA J. WHITING (1927; 1955). Mrs. May C. W. Speare, in memory of her father. 5,159.50

*JAMES H. HASTE (1930; 1933-34; 1944), Class of 1894. 241,074.18

WILLIAM THOMPSON REED MEMORIAL (1930; 1957). His father and mother and members of his family, in memory of William Thompson Reed, Class of 1929. 12,565.34
"The income is awarded annually to a student of character and promise at the beginning of his Senior year."

Awarded 1957-1958 to Jean Walden Missud, III.

*HENRY WALDO GREENOUGH (1931; 1937), Class of 1889. 2,000.00

*MONCRIEFF M. COCHRAN (1932), Class of 1900. 2,500.00

*BANCROFT (1933). Cecil K. Bancroft, Class of 1887, Registrar of Phillips Academy 1906-1932, in memory of his father, Dr. Cecil F. P. Bancroft, eighth Principal of Phillips Academy. 2,000.00

SCHUYLER BUSSING SERVISS MEMORIAL (1936). Mrs. Charlotte B. Serviss, in memory of her son, Class of 1898. 5,000.00

Awarded 1957-1958 to David John Adzigian.

*OSGOOD JOHNSON (1937). Helen O. Sprague, in memory of her grandfather, Principal 1833-37, and her father, Class of 1848. For New England-born students. 500.00

*DAVID AND LUCY HAYWARD SHAW (1939). Preference to boys from Andover. 10,000.00

AUGUSTUS PORTER THOMPSON (1942). Mrs. Augustus P. Thompson, of Andover, in memory of her husband, Class of 1892. 5,000.00
"The income is awarded annually to a boy who, in the judgment of the Headmaster, is outstanding in intelligence and character."

Awarded 1957-1958 to Dane Farnsworth Smith, Jr.

*SUMNER SMITH (1943), Class of 1908. Balance of income after the Smith Hockey Cup (see page 83) 1,142.31

JULIA E. DRINKWATER MEMORIAL (1944-56). Arthur Drinkwater, Class of 1896, and William Drinkwater, Class of 1900, in memory of their mother. 10,443.12
"The income is awarded annually to a deserving student of character and promise and limited means."

*For general scholarship purposes

PHILLIPS ACADEMY

Income from the William Drinkwater Fund currently added to that of this fund.

Awarded 1957-1958 to Peter Andrew Bienstock.

CHARLES W. CARL (1944-46; 1950-53; 1955-56). Charles W. Carl, Class of 1910..... 25,000.00

"Income to be used during his Senior year by an outstanding student who is a member of an Academy athletic team, and who, in a previous year, has received other scholarship aid from the Academy and has indicated his intention to enter Yale University."

Awarded 1957-1958 to Robert Smith Meehan.

RICHARD STRONG FOXWELL (1945). Mrs. Gilbert M. Foxwell, in memory of her son, Class of 1922..... 2,500.00

"Income to be awarded annually to a deserving student of limited means to meet the regular expenses of the school."

Awarded 1957-1958 to Michael Ashton Burlingame.

*ARTHUR L. KERRIGAN (1945), Class of 1915..... 2,500.00

*ABBOT STEVENS (1945; 1946), Class of 1907..... 20,000.00

HERBERT E. STILWELL (1945; 1954). Mr. and Mrs. Charles E. Stilwell, of Cleveland, Ohio, in memory of their son, Class of 1941, who was lost in the English Channel on a mission during the war..... 19,720.17

"Income to be awarded annually to a student of limited means who, in the judgment of the Headmaster, gives evidence of those qualities of character, initiative, leadership and loyalty which contribute to real American citizenship."

Awarded 1957-1958 to Mishell Josef Stucki.

CECIL K. BANCROFT (1946). Mary E. Bancroft, in memory of her brother, Class of 1887, Registrar and Instructor at Phillips Academy, 1906-1932..... 3,000.00

*LEONARD A. HOCKSTADER (1946), Class of 1896..... 2,500.00

MOSES AUSTIN CARTLAND SHACKFORD (1946). Professor Martha Hale Shackford, of Wellesley, Mass., in memory of her brother, Class of 1891..... 5,000.00

"Income to be awarded annually to a boy of good character and of limited means, preferably from New Hampshire and preferably pursuing a classical course."

Awarded 1957-1958 to Dermond Oliver Sullivan.

MACINTYRE (1946-47; 1951). John Livingston Macintyre, of the Class of 1942, Mrs. John L. Macintyre, and Mr. and Mrs. Mac-

*For general scholarship purposes

PHILLIPS ACADEMY

kenzie Macintyre, of Aurora, Ill., in memory of Mackenzie Macintyre's parents.	12,100.34
"Net income is awarded annually to a worthy student of limited means who, in the judgment of the Headmaster, has exhibited promise in scholarship, qualities of leadership and wholesome influence in the general activities of the school."	
Awarded 1957-1958 to Yuan-Lung Yu.	
*ROBERT D. MILLS (1947), Class of 1893.	500.00
GEORGE F. ROBERTS (1948). Mary A. Roberts. For boys from Andover.	2,000.00
RAY A. SHEPARD (1949-50; 1953). Friends of Ray A. Shepard, Athletic Director of Phillips Academy, 1919-1949.	2,595.35
"The income is awarded annually to a boy of limited means who has shown evidence of excellent character and marked ambition."	
Awarded 1957-1958 to Dwight Montgomery Bissell, Jr.	
SUISMAN FOUNDATION (1949-50; 1953; 1955-56). The Suisman Foundation, Inc., Edward A. Suisman, Michael Suisman, Class of 1947, and Richard Suisman, Class of 1950.	15,000.00
"Income is to be awarded annually to a student selected by the Scholarship Committee."	
Awarded 1957-1958 to Wade Ellis, Jr.	
*NEWTON-HINMAN (1950). Ahlers Association, in honor of Frederick E. Newton, Class of 1893, and George W. Hinman, Class of 1894, former instructors at Phillips Academy and faculty guardians of the PBX Society.	22,243.17
*SOCIETY SCHOLARSHIPS. The following funds for scholarship purposes were established through the generosity of the Secret Societies at the time of their dissolution.	
*AGC SOCIETY (1950). The Rogers Associates, Inc.	24,461.94
Balance of income after the Benner Prize (see page 78)	
*AUV SOCIETY (1950). AUV Corporation.	35,000.00
*EDP SOCIETY (1950). The Eta Delta Phi Society.	5,000.00
Balance of income after the Schubert Award (see page 83)	
*FLD SOCIETY (1950; 1956). The Davison Associates, Inc.	18,115.14
*KOA SOCIETY (1950). The Blodgett Association.	35,176.17
*PAE SOCIETY (1950). The Cooley Association.	35,000.00
*PBX SOCIETY (1950). (See Newton-Hinman, above.)	
*PLS SOCIETY (1950). Phi Lambda Sigma Association.	17,000.00
*For general scholarship purposes	

PHILLIPS ACADEMY

*ANONYMOUS (1951).....	1,000.00
RICHARD JEWETT SCHWEPPE MEMORIAL (1951; 1953; 1957). Mrs. Richard J. Schweppe, in memory of her husband, Class of 1896 Income now accumulating.	36,730.31
*ISABEL C. MCKENZIE (1952). Mrs. Isabel C. McKenzie.....	25,000.00
*AUV SOCIETY-JAMES C. GRAHAM MEMORIAL (1955). AUV Corporation, in memory of James C. Graham, instructor at Phillips Academy, 1892-1937.....	10,500.00
CHAUNCEY O'NEIL (1955-1958). Edward O'Neil, II, Class of 1927, in memory of his father, Class of 1899..... "The income to be awarded annually to a boy or boys from Western Pennsylvania."	21,043.45
Awarded 1957-1958 to David Baskett Rogers.	
HORACE MARTIN POYNTER (1955-1958). His wife, Elsie P. Poynter, and his sisters, Juliet J. Poynter and Harriet R. Poynter, in memory of Horace Martin Poynter, Class of 1896, instructor at Phillips Academy 1902-1945.....	21,028.22
Income partially subject to an annuity; balance now accumulating.	
*G. LOUISE AND NELSON ROBINSON (1955; 1957). Bequest of Mrs. G. Louise Robinson de Dombrowski; and in memory of her uncle, Nelson Robinson.....	890,258.22
WALTER BROOKS MEMORIAL (1956). The Walter Brooks Foundation, in memory of Walter Brooks.....	30,000.00
HAMILTON (1956-57). John D. M. Hamilton, Class of 1913, in memory of his father, J. D. M. Hamilton..... "The income is to be used to assist a boy or boys who may be in need of financial aid and who reside in the United States west of the Mississippi River."	16,338.44
Awarded 1957-1958 to Douglas Robert Jenner.	
EVERT W. FREEMAN (1956-57). Bequest of Evert W. Freeman, Class of 1917..... "The income to be awarded annually to a student who shows promise of substantial accomplishment, but who for the time being is in financial need."	29,380.23
Awarded 1957-1958 to Alan Richard Petraske.	
*JOSEPH KAPLAN (1956-57). Joseph Kaplan..... "The income is awarded annually at the end of the Senior year to a student, or students, of limited means for use in the freshman year at college, the award to be made with due regard to fine character and promise of adult usefulness."	16,550.00

*For general scholarship purposes

PHILLIPS ACADEMY

Awarded 1957-1958 to Robert Frederick Burnes and Alan Aspinwall Bergeron.

*LOUIS N. BENNETT MEMORIAL (1957-58). Bequest of Mrs. Josephine C. S. Blaisdell, in memory of her brother, Class of 1893.	1,000.00
ALEXANDER ANGUS McDONELL, JR. (1957). Mrs. Alexander Angus McDonell, in memory of her son, Class of 1935, who gave his life for his country as a member of the United States Air Force on June 20, 1944. To be first awarded 1958-1959.	21,435.06
*PUTNEY (1957). R. Emerson Putney, Class of 1928.	5,067.82
*ANONYMOUS (1957). Income now added to fund.	1,500.00
WILLIAM DRINKWATER (1958), Class of 1900. Unrestricted. Income currently added to that of the Julia E. Drinkwater Memorial Fund.	25,111.11

*For general scholarship purposes

ANNUAL GIFT SCHOLARSHIPS

PHILLIPS SOCIETY SCHOLARSHIP. "Two awards of \$200 each to two deserving and needy students, nominated by the Headmaster, who have attended Phillips Academy for at least one year." Sustained (since 1934) by the Phillips Society. Awarded 1957-1958 to Toomas Juhan Kukk and Samuel Gregory Friedman, Jr.

ALAN FOX SCHOLARSHIP. "To be awarded each year in the amount of \$500 to that boy in need of financial assistance who in the opinion of the faculty gives promise of attaining the same breadth of character and intellect as had the man in whose memory this scholarship is given." Sustained (since 1942) by Joseph C. Fox, Class of 1934, in memory of his father, Alan Fox, Class of 1899. Awarded 1957-1958 to Frederick David Trickey.

JOHN T. HOGAN MEMORIAL SCHOLARSHIP. To be awarded each year in the amount of \$400 to the boy in need of financial assistance who in the opinion of the Scholarship Committee gives promise of developing in character and personality like the man in whose memory the scholarship is given. Sustained since 1956 by the John T. Hogan Memorial Foundation of Andover, Massachusetts. Awarded 1957-1958 to Robert Colville Mathewson, Jr.

ALUMNI REPRESENTATIVES

Whenever possible, it is highly desirable that candidates come to Andover for a personal interview with the Director of Admissions, the Admissions Officer, or one of the interviewing officers. Candidates unable to visit Andover should themselves arrange an interview with one of the Alumni Representatives listed below, who will be glad to meet with candidates at a mutually convenient time. Whether the interview is at Andover or elsewhere, an appointment should be made in advance. Attention is called to the office hours listed on page 14.

ALUMNI REPRESENTATIVES

(Arranged alphabetically by state)

ALABAMA

Birmingham

ROBERT B. DONWORTH, JR., '42
21 Comer Building
ROBERT C. FORD, '29
THOMAS C. FORD, '26
Ford Tool & Carbide Co.
3716 Tenth Avenue

Los Angeles

WILLIAM T. ADAMS, '28
Hixson & Jorgensen, Inc.
3540 Wilshire Boulevard
BENJAMIN DORMAN, '25
10841 Wilkins Avenue
H. BURT REITER, '26
Terminal Box 2314
WILLIS E. URICK, '34
3723 Amesbury
EDWARD S. WASHBURN, '33
810 South Spring Street

ARIZONA

Amado

KEITH S. BROWN, '31
Tucson-Nogales Star Route, Box 364

Phoenix

HOWARD K. BROWN, JR., '31
Comstock Steel Co.
405 South Seventh Street

Tucson

JOHN S. GREENWAY, '42
1634 North Olsen Avenue

Marysville

HAROLD S. EDWARDS, '28
Box 1300

San Diego

GEORGE E. MUMBY, '24
5001 College Avenue

San Francisco

SHERMAN CHICKERING, '29
111 Sutter Street
TREVOR A. CUSHMAN, JR., '34
American Airlines
345 Powell Street
FRANCIS V. KEESLING, JR., '26
605 Market Street
WILLIAM H. KEESLING, '30
Allan, Miller, Groezinger, Keesling &
Martin
400 Montgomery Street

ARKANSAS

Little Rock

ROBERT L. GRIFFIN, '48
2107 North Palm Street

CALIFORNIA

Davis

DONALD M. REYNOLDS, '38
University of California
Department of Bacteriology

PHILLIPS ACADEMY

COLORADO

Colorado Springs

CLEMENT M. BROWN, '10
Harris, Upham & Co., Box 1053
B. DONALD SMITH, JR., '30
Second Street, Broadmoor

Denver

RICHARD M. DAVIS, '29
860 Gaylord Street
JOHN F. MALO, '40
2455 South Jackson Street
JOHN C. MITCHELL, 2ND, '34
2601 South Sheridan Boulevard
DAVID C. WILHELM, '38
740 High Street

CONNECTICUT

West Hartford

FRED I. KENT, II, '38
350 North Steele Road

DELAWARE

Wilmington

HON. CALEB R. LAYTON, III, '26
P.O. Box 46

DISTRICT OF COLUMBIA

Washington

R. DENNISON COURSEN, '36
5410 Duvall Drive, N.W.
DAVID W. KENDALL, '20
Apt. 21, 2101 Connecticut Avenue
A. MURRAY PRESTON, '31
Craighill, Aiello & Preston
725 15th Street, N.W.

FLORIDA

Jacksonville

LAURENCE F. LEE, JR., '40
Peninsular Life Insurance Co.
ARTHUR W. MILAM, '45
4237 Verona Avenue

Miami

D. PIERRE G. CAMERON, '21
Ransom School, 3575 Main Highway
Coconut Grove

Sarasota

LAWRENCE K. JENNINGS, '22
3460 Flamingo Avenue
JOHN M. MCGAULEY, '29
New England Life
310 Van Skike Building

GEORGIA

Atlanta

FRANK F. FORD, '32
1015 Chattahoochee Avenue, N.W.
ROBERT A. SEARS, M.D., '35
340 Boulevard

IDAHO

Boise

RICHARD W. HIRST, '28
1210 Happy Drive

ILLINOIS

Chicago

GARDNER BROWN, '24
White, Weld & Co.
231 South LaSalle Street
JEROME K. FREEDMAN, M.D., '47
Apt. 7-3, 210 East Pearson Street
R. NEISON HARRIS, '32
The Toni Co., 456 Merchandise Mart

Peoria

CHARLES H. KELLOGG, '35
908 Stratford Drive

Winnetka

W. NEWTON BURDICK, JR., '35
660 Elder Lane

INDIANA

Indianapolis

ROBERT B. FAILEY, JR., M.D., '34
57 East 57th Street
C. PERRY GRIFFITH, '45
1455 East 77th Street

IOWA

Clinton

EUGENE J. CURTIS, JR., '38
114 12th Avenue, South

PHILLIPS ACADEMY

Davenport

ALAN S. HOWARD, '27
2432 Fulton Street

KENTUCKY

Lexington

ROBERT SCHAFER, '29
1808 Paris Pike

Louisville

WILLIAM H. ABELL, '28
610 M. E. Taylor Building
SAMUEL S. CALDWELL, JR., '29
Lincoln Lane, Anchorage

LOUISIANA

New Orleans

PHILIP R. TOOHEY, '42
405 Hibernia Bank Building

Breveport

DONALD A. RAYMOND, JR., '32
1132 Erie Street

MAINE

Burn

WILLIS A. TRAFTON, JR., '36
323 Minot Avenue

Baterville

RICHARD N. DYER, '38
Director of Public Relations
Colby College

MARYLAND

Baltimore

LT. (J.G.) J. H. H. CARRINGTON, '42
U. S. Naval Academy

Baltimore

DR. WINSTON H. PRICE, '40
209 Edgevale Road

MICHIGAN

Detroit

WILLIAM G. BUTLER, '30
3456 Penobscot Building
RT. REV. RICHARD S. EMRICH, '27
63 East Hancock Avenue

WILLIAM H. LEDYARD, '29
Ledell Forge & Mfg. Co.
8335 St. Aubin Street
RUSSELL H. LUCAS, '12
639 Penobscot Building

Muskegon

WILLIAM G. DWYER, '33
Box 454

St. Clair

GEORGE H. HUNT, JR., '37
904 North Riverside

MINNESOTA

Duluth

ROBERT S. MARS, '15
3525 East Second Street
C. DOUGLAS WALKER, '18
2131 Woodland Avenue

Minneapolis

JOHN H. MACMILLAN, JR., '12
Cargill Elevator Co.
Grain Exchange Building
A. LACHLAN REED, '35
Route 5, Box 662, Wayzata
ARNE L. SCHOELLER, '48
1430 Rand Tower
J. KIMBALL WHITNEY, '46
Route 5, Wayzata
WHEELOCK WHITNEY, JR., '44
Box 50, Route 5, Wayzata

MISSISSIPPI

Jackson

WILLIAM D. LYNCH, '28
134 Chippena Circle

MISSOURI

Kansas City

LOUIS H. EHRLICH, JR., '26
Rothenberg & Schloss Cigar Co.
932 Broadway
THOMAS H. LAWRENCE, JR., '31
6012 Morningside Drive
RICHARD H. SEARS, '20
The Barstow School
4950 Cherry Street

PHILLIPS ACADEMY

St. Joseph

F. GREGG THOMPSON, JR., M.D., '17
902 Edmond Street

St. Louis

JOHN SHEPLEY, '42
503 Locust Street

University City

GEORGE B. ATWOOD, '22
6345 Washington Street

MONTANA

Billings

LAWRENCE BARKER, '38
2620 Woody Drive

Great Falls

CHARLES A. BOVEY, '26
Box 1653

Philipsburg

F. WILLIAM VIETOR, '37
Rocking Chair Ranch

NEVADA

Deeth

WILLIAM B. WRIGHT, JR., '50
Mary's River Ranch

Gardnerville

JOHN CROSBY, JR., '16

NEW JERSEY

Summit

DONALD H. McLEAN, JR., '28
160 Oak Ridge Avenue

NEW MEXICO

Albuquerque

GREGORY H. ILLANES, JR., '38
424 12th Street, N.W.
ROBERT J. NORDHAUS, '27
Route 2, Box 710

NEW YORK

Amsterdam

LEON H. YOUNG, '20
22 Summit Avenue

Binghamton

CLAIR D. RUBLEE, JR., '46
160 Park Avenue

Buffalo

E. BARTON CHAPIN, JR., '36
115 North Harlem Road, Snyder
HAROLD P. RICH, '25
16 Clarendon Place

Ithaca

ANDREW SCHULTZ, JR., '32
230 Renwick Drive

New York City

BROMWELL AULT, '18
50 East 77th Street
PRESCOTT S. BUSH, JR., '40
Johnson & Higgins, 63 Wall Street
PETER CAPRA
New York Boys' Club
287 East 10th Street

JOSEPH C. FOX, '34
Kidder, Peabody & Co.
17 Wall Street

WILLIAM D. HART, '36
White & Case, 14 Wall Street
WILLIAM C. RIDGWAY, JR., '25
Crum and Forster Securities Corp.
110 William Street

J. ALEX SMITH, '18
McKinsey & Co., 60 East 42nd Street

Poughkeepsie

PAUL L. NASH, '49
178 Dutchess Turnpike

Rochester

JOHN H. CASTLE, JR., '34
Wilnot Castle Co.
1777 East Henrietta Road
SAMUEL P. CONNOR, JR., '24
146 Broad Street
MARTIN H. DONAHOE, JR., '31
343 State Street
RICHARD T. MITCHELL, '31
305 Hollywood Avenue

Rye

BERNARD L. BOYLE, JR., '27
38 Highland Road

Syracuse

DAVID H. NORTHRUP, '32
205 DeWitt Street

PHILLIPS ACADEMY

HARRY G. REMINGTON, '23
The Mutual Life Insurance Co. of
New York, Syracuse-Kemper Building

NORTH CAROLINA

Charlotte
HOWARD SNOW, '21
Box 1475

Durham
PEREGRINE WHITE, '29
2712 Legion Avenue

NORTH DAKOTA

argo
THOMAS L. POWERS, '20
1617 7th Street, South

OHIO

incinnati
RT. REV. HENRY W. HOBSON, '10
412 Sycamore Street

FLETCHER E. NYCE, '26
The Central Trust Company

JAMES P. ORR, '42
9605 Shawnee Run Road
WILFORD L. ROMNEY, '19
7 Sylvan Lane, Wyoming

DAVID WATT, '27
7150 Fair Oaks Drive

leveland
JAMES R. STEWART, '27
1144 Union Commerce Building

leveland Heights
EDWARD BARTLETT, '25
2572 Stratford Road
EDWARD D. YOST, '47
3137 Fairfax Road

ayton
LOUIS POLK, JR., '49
P.O. Box 893

ranville
GEORGE W. CHESSMAN, '37
ROBERT H. CORY, JR., '32
Route 2

OKLAHOMA

Bartlesville
CARL M. ELKAN, '35
3501 Woodland Road

Oklahoma City
JOHN H. EDWARDS, '22
611 Glove Life Building

Tulsa
REGINALD D. BARNES, '32
2020 East 38th

OREGON

Klamath Falls
FREDERICK W. HAYES, '45
2053 Lawrence Street

Portland
RALPH C. ANGELL, JR., '32
2736 S.W. Talbot Road
EDMUND HAYES, '44
4256 S.W. Patrick Place

PENNSYLVANIA

Chambersburg
JOHN M. SHARPE, JR., '46
257 Lincoln Way East

Indiana
D. HALL BLAIR
143 North 6th Street

Philadelphia
FRANK L. LUCE, JR., '27
601 East Moreland Avenue
PAUL MALONEY, '26
Pepper, Bodine, Frick, Scheetz &
Hamilton, 2001 Fidelity-Philadelphia
Trust Building

Pittsburgh
JOHN K. BEESON, '25
Pittsburgh Gage & Supply Co.
3000 Liberty Avenue
ROBERT S. KIMBALL, JR., '27
136 Beech Street
EDWARD J. O'NEIL, 2ND, '27
P.O. Box 1692

PHILLIPS ACADEMY

Scranton

W. LAWSON CHAMBERLIN, '34
Chamberlin & Clarke
First National Bank Building

Strafford

NATHANIEL M. CARTMELL, JR., '42
120 Hillside Road

Waverly

JAMES W. VIPOND, '30
Waverly Dalton Road

SOUTH CAROLINA

North Charleston

SCOTT V. WALKER, '38
P.O. Box 5287

Columbia

JOHN R. CRAFT, '29
Columbia Museum of Art

Spartanburg

HARRY J. GROBLEWSKI, '36
Spartanburg Day School

SOUTH DAKOTA

Mobridge

REV. GEORGE P. PIERCE, '49
Box 327

TENNESSEE

Knoxville

ROBERT M. BOARTS, '22
University of Tennessee

Memphis

HENRY LOEB, III, '39
2951 Tishomingo

Nashville

ROBERT L. GWINN, '29
Brush, Hutchinson & Gwinn
1717 West End Avenue

TEXAS

Amarillo

EDWARD L. ROBERTS
2211 Harrison Street

Austin

LLOYD P. FARRAR, '52
University of Texas

Dallas

WILLIAM M. REED, 2ND, '41
1933 Elm

JOHN R. SEARS, '36
6019 St. Andrews Drive

El Paso

JOHN D. MASON, JR., '42
1518 Radford Avenue

Fort Worth

EDWIN S. RYAN, '49
4900 Bryce

Houston

FORD HUBBARD, '20
1751 Esperson Building
WILLIAM A. KIRKLAND, '15
First National Bank
ROBERT U. PARISH, '43
2103 Briarglen
LOVETT C. PETERS, '32
Continental Oil Co.

San Antonio

JOHN M. BENNETT, JR., '27
417 West Dewey Place

Waco

WILLIAM F. NEALE, JR., '44
Route 7, Box 323

UTAH

Salt Lake City

C. CHAUNCEY HALL, M.D., '41
2652 East 6200 South

VIRGINIA

Charlottesville

NOBLE T. MACFARLANE
P.O. Box 3606, University Station

McLean

HERBERT SCOVILLE, JR., '33
Old Georgetown Pike

Norfolk

JERE A. KLOTZ, M.D., '41
6412 Whittier Drive

Richmond

RANDOLPH C. HARRISON, JR., '41
215 Sunset Drive

PHILLIPS ACADEMY

THOMAS WALKER, M.D., '28
Richmond Memorial Hospital
1300 Westwood Avenue

WASHINGTON

Seattle

HUGH P. BRADY, '10
821 Skinner Building

PENDLETON MILLER, '28
711 Central Building

MOSE SMITH, III, M.D., '48
USNR, Box 2, Navy 127, $\frac{c}{o}$ P.M.

Tacoma

HOWARD S. REED, '45
Weyerhaeuser Timber Co.
P.O. Box 1645

WEST VIRGINIA

Charleston

WILLIAM A. PUGH, '39
15 Grosscup Road

Wheeling

MARSHALL T. GLEASON, JR., '13
Shawnee Hills

WISCONSIN

Milwaukee

ROBERT A. UHLEIN, JR., '34
235 West Galena Street

WYOMING

Casper

MAURICE LEON, JR., '42
1115 South Spruce Street

Laramie

VERY REV. OTIS G. JACKSON, '20
Box 963

CUBA

Havana

WILLIAM ADAMS, 3RD, '44
First National City Bank of New York
402 Calle Presidente Zayas

GUATEMALA

Guatemala City

JOHN L. WHITBECK, '40
4A Avenue Sur 34

PUERTO RICO

San Juan

GUILLERMO E. GONZALEZ, JR., '50
Caribe Motors Corp., P.O. Box 2272

VENEZUELA

Caracas

ALBERTO J. VOLLMER, '42
Avenida Vollmer No. 1
San Bernardino

PHILLIPS ACADEMY

STUDENTS—1958-1959

GEOGRAPHICAL REPRESENTATION

Alabama	1	Mississippi	1	Wisconsin	5
Arizona	3	Missouri	3	Wyoming	1
Arkansas	3	Montana	1	Argentina	2
California	40	New Hampshire	18	Colombia	2
Colorado	10	New Jersey	40	Cuba	3
Connecticut	92	New Mexico	2	El Salvador	1
Delaware	1	New York	134	England	3
District of Columbia	7	North Carolina	18	Finland	1
Florida	9	Ohio	11	Germany	1
Georgia	3	Oregon	3	Greece	2
Illinois	21	Pennsylvania	43	Italy	2
Indiana	5	Rhode Island	6	Mexico	1
Iowa	1	South Carolina	2	Pakistan	2
Kentucky	7	Tennessee	1	Peru	1
Louisiana	1	Texas	9	Puerto Rico	2
Maine	12	Utah	1	Turkey	1
Maryland	5	Vermont	5	Venezuela	3
Massachusetts	205	Virginia	12	Virgin Islands	2
Michigan	12	Washington	1		
Minnesota	5	West Virginia	1		790

CLASSIFICATION

Seniors	223
Upper Middlers	246
Lower Middlers	192
Juniors	129
	<hr/>
	790

NAMES

U Abbott, Edwin Hunt <i>Weston</i>	J Adams, Andrew Timothy <i>Wellesley Hills</i>
J Abbott, Freeland Knight, Jr. <i>Somerville</i>	J Adams, John Dinsmore <i>Bedford Hills, N. Y.</i>
S Abbott, Samuel Bassett <i>Katonah, N. Y.</i>	L Adriance, Allen Clark <i>Andover</i>
J Accetta, Anthony Thomas <i>New York, N. Y.</i>	S Ahlbrandt, Roger Sheridan, Jr. <i>Pittsburgh, Pa.</i>

PHILLIPS ACADEMY

- | | | | |
|---|---|---|--|
| s | Albright, Alan
<i>Bedford Village, N. Y.</i> | s | Ballard, David Josiah
<i>Norwich, Vt.</i> |
| U | Albright, Robert Taft, Jr.
<i>New York, N. Y.</i> | J | Bamford, James Latham
<i>Andover</i> |
| s | Aldrich, Stephen Campbell
<i>Fort Worth, Tex.</i> | s | Barbour, Keith
<i>Katonah, N. Y.</i> |
| L | Allen, Claxton Edmonds, III
<i>New York, N. Y.</i> | L | Barker, James Robertson
<i>New Canaan, Conn.</i> |
| s | Allen, John Hollis
<i>Holyoke</i> | L | Barnes, James Walter
<i>Montrose, Pa.</i> |
| U | Allis, Nicholas Roberts
<i>Mountain Lakes, N. J.</i> | J | Baron, Jonathan Miller
<i>Weston</i> |
| U | Almquist, David Ezra
<i>Keene, N. H.</i> | J | Barry, Richard Hanley
<i>Dallas, Tex.</i> |
| s | Anderson, Bayard Dick
<i>Pittsburgh, Pa.</i> | L | Bartlett, George Martin
<i>Riverside, Calif.</i> |
| s | Anderson, William Gwynn
<i>Washington, D. C.</i> | U | Barton, Joseph Edward
<i>Andover</i> |
| U | Archibald, John Lion Gardiner
<i>Concord</i> | s | Barzun, Roger Martin
<i>New York, N. Y.</i> |
| U | Arens, Edward August
<i>Irrington, N. Y.</i> | s | Bascom, Hunt Randall
<i>Waterford, Conn.</i> |
| J | Armstrong, Christopher Story
<i>West Hartford, Conn.</i> | U | Bass, Sid Richardson
<i>Fort Worth, Tex.</i> |
| s | Arnold, John Edward, Jr.
<i>Portola Valley, Calif.</i> | s | Bassett, Michael Howes
<i>Hamden, Conn.</i> |
| s | Atchason, David Alan
<i>Scituate</i> | U | Bates, Channing Delano
<i>Santa Barbara, Calif.</i> |
| s | Atha, Henry George, Jr.
<i>Tucson, Ariz.</i> | s | Batten, Michael Ellsworth
<i>Racine, Wis.</i> |
| U | Atkinson, Jonathan Pierpont
<i>Brookline</i> | U | Baum, John Pinson, Jr.
<i>Milledgeville, Ga.</i> |
| L | Atkinson, Kim Wells
<i>Rome, Italy</i> | U | Beale, Robert Spencer, Jr.
<i>Durham, N. C.</i> |
| J | Atri, Elias Hadid
<i>Lomas, Mexico</i> | J | Beard, Charles Julian, II
<i>Detroit, Mich.</i> |
| L | Austin, David Elbert
<i>Norton</i> | L | Beatman, James Lainhart
<i>South Norwalk, Conn.</i> |
| J | Bacon, William Thompson, III
<i>Lake Forest, Ill.</i> | U | Beck, Peter Kristian
<i>Andover</i> |
| J | Badman, John
<i>Kansas City, Mo.</i> | J | Beck, Timothy Kleewing
<i>Andover</i> |
| s | Bailey, James John, III
<i>Baton Rouge, La.</i> | U | Bell, Alan Barry
<i>Revere</i> |
| s | Bailey, Philip Gilbert
<i>Bath, Me.</i> | s | Bell, Michael Davitt
<i>Pittsburgh, Pa.</i> |
| U | Bailhé, John Davis
<i>Wilton, Conn.</i> | s | Bell, William Alexander, Jr.
<i>New York, N. Y.</i> |
| J | Bakst, Merrill Charles
<i>Fall River</i> | U | Bender, David Bowman
<i>Cambridge</i> |
| | | s | Benson, Edward George, Jr.
<i>Skillman, N. J.</i> |

PHILLIPS ACADEMY

- | | | | |
|---|---|---|--|
| L | Benson, Victor Mark
<i>Bristol, Conn.</i> | s | Brinkley, Marshall Burton
<i>Valdese, N. C.</i> |
| J | Bergquist, Kenneth Paul, Jr.
<i>Bedford</i> | s | Brooks, Cadwallader Evans
<i>Dallas, Pa.</i> |
| s | Bevis, William Wade
<i>Greenwich, Conn.</i> | J | Brown, Jeffrey Lindabury
<i>Wellesley Hills</i> |
| U | Bierman, James Henry
<i>Chappaqua, N. Y.</i> | U | Brown, Owen Joseph, III
<i>Wellesley Hills</i> |
| U | Biklen, Stephen Clinton
<i>Westport, Conn.</i> | U | Brown, Peter Cooper
<i>Louisville, Ky.</i> |
| s | Bingham, Robert Warren, Jr.
<i>Memphis, Tenn.</i> | J | Brown, Rufus Edward
<i>Andover</i> |
| J | Birmingham, Hobart McKinley
<i>Fairview, Pa.</i> | U | Brown, William Gardner
<i>Lake Forest, Ill.</i> |
| s | Bishop, James Harris
<i>Waban</i> | U | Browne, Alexander Cumnock
<i>Louisville, Ky.</i> |
| J | Bishop, John Byram
<i>Landenberg, Pa.</i> | U | Brownrigg, Peter Dearborn
<i>Hamilton, Va.</i> |
| U | Bissell, John Albert
<i>San Jose, Calif.</i> | s | Bryant, Peter Graham
<i>Winchester</i> |
| U | Blair, James Sutton, II
<i>Indiana, Pa.</i> | s | Bryant, Stephen Palmer
<i>Amherst</i> |
| L | Blatt, Philip Mark
<i>Haverstraw, N. Y.</i> | J | Buck, Lawrence Ehrhart
<i>Orleans</i> |
| L | Blitz, John Herbert
<i>Portland, Ore.</i> | J | Buerger, Walter Richard, Jr.
<i>Long Beach, Calif.</i> |
| J | Blossman, John Richard
<i>Ocean Springs, Miss.</i> | J | Burgess, Thomas Knight
<i>Shrewsbury</i> |
| U | Boddy, Edward Humphrey
<i>Andover</i> | L | Burling, Stephen Sewall
<i>East Orleans</i> |
| L | Boone, Elwood Bernard, Jr.
<i>Ettrick, Va.</i> | U | Burlingame, Michael Ashton
<i>St. Louis, Mo.</i> |
| U | Bourne, Richard Wyndham
<i>Danville, Va.</i> | s | Burnham, Arthur Backus
<i>Montclair, N. J.</i> |
| s | Bowman, John Clarke
<i>New York, N. Y.</i> | s | Bussey, Alan Eaton
<i>Fruita, Colo.</i> |
| U | Bradford, Charles Edward
<i>Cambridge</i> | L | Butler, John Allington
<i>Grosse Pointe Farms, Mich.</i> |
| s | Bradley, Stephen Payne
<i>Sudbury</i> | s | Butler, John Kenrick, Jr.
<i>Andover</i> |
| L | Bragg, Morgan Stevenson
<i>Harrison, N. Y.</i> | U | Butler, Lawrence Michael
<i>Chelsea</i> |
| J | Bramwell, Fitzgerald Burton
<i>Brooklyn, N. Y.</i> | s | Butler, William Allington
<i>Grosse Pointe Farms, Mich.</i> |
| L | Brayton, Thomas Mark
<i>Herkimer, N. Y.</i> | J | Byrd, Hal Clifford, Jr.
<i>Spartanburg, S. C.</i> |
| L | Bremer, Duncan Struthers
<i>New Canaan, Conn.</i> | L | Cabot, Edmund Billings
<i>Weston</i> |
| s | Bremer, Lewis Paul, III
<i>New Canaan, Conn.</i> | s | Cacos, Constantine
<i>Somerville</i> |
| s | Briley, John Marshall, Jr.
<i>Perrysburg, Ohio</i> | | |

PHILLIPS ACADEMY

- | | | | |
|---|---|---|---|
| U | Cahners, John Douglas
<i>New Rochelle, N. Y.</i> | U | Church, Michael Cheever
<i>St. Thomas, Virgin Islands</i> |
| U | Cahners, Robert Merrill
<i>Brookline</i> | U | Clark, Edgar Erastus, Jr.
<i>Menlo Park, Calif.</i> |
| S | Campbell, Donald Sewall
<i>South Bend, Ind.</i> | S | Clark, Jack Bryant
<i>Evansville, Ind.</i> |
| U | Campion, Thomas Baird, Jr.
<i>Bronxville, N. Y.</i> | U | Clifford, James Henry, 3rd
<i>Rye Beach, N. H.</i> |
| U | Candler, James Nall, Jr.
<i>Grosse Pointe Farms, Mich.</i> | L | Clift, Robert Creighton
<i>Andover</i> |
| J | Cannon, Charles Albert, III
<i>Sioux City, Iowa</i> | L | Cobb, Bayless Earl, IV
<i>Ft. Smith, Ark.</i> |
| U | Carota, Noel Farrell
<i>Milton</i> | U | Cochran, Moncrieff Mitchell, III
<i>South Orleans</i> |
| L | Carroll, Dudley DeWitt, III
<i>Darien, Conn.</i> | S | Coffey, Lyman Bruce
<i>La Canada, Calif.</i> |
| L | Carson, Hugh Lindsay
<i>Syracuse, N. Y.</i> | S | Coggeshall, John Silas
<i>New York, N. Y.</i> |
| L | Carter, Charles Landon
<i>St. Peter, Minn.</i> | L | Cohen, Andrew David
<i>Roslyn Heights, L. I., N. Y.</i> |
| S | Cary-Barnard, Patrick William
<i>New York, N. Y.</i> | L | Cohen, Michael Victor
<i>New York, N. Y.</i> |
| U | Castello, Joseph William
<i>Bridgeport, Conn.</i> | L | Cohen, Richard Michael
<i>Chelsea</i> |
| U | Cecill, Robert Van Dyke
<i>Andover</i> | U | Collado, Emilio Gabriel, III
<i>Roslyn, N. Y.</i> |
| U | Chambliss, John Davidson
<i>Athens, Ga.</i> | U | Combs, Andrew John
<i>Greenwich, Conn.</i> |
| S | Chapin, Allan Melville
<i>Cambridge</i> | S | Comer, Wayne Sanborn
<i>Dallas, Tex.</i> |
| J | Chapin, Bruce MacFarland
<i>Sharon, Conn.</i> | S | Condit, William Chapin, Jr.
<i>Syracuse, N. Y.</i> |
| S | Chapin, Laurence Dearborn
<i>Peoria, Ill.</i> | S | Connell, John Richard
<i>Reading</i> |
| S | Chaplin, Raymond Herrick
<i>Nashua, N. H.</i> | L | Constantinides, Charles Lawrence, III
<i>Los Gatos, Calif.</i> |
| U | Chapman, Arnold Dickinson
<i>Cleveland, Ohio</i> | L | Cook, Newell Choice, Jr.
<i>Schenectady, N. Y.</i> |
| S | Charlton, John Carroll
<i>Andover</i> | J | Corey, Carl Walter
<i>Woonsocket, R. I.</i> |
| L | Charnas, Jonathan
<i>New York, N. Y.</i> | U | Corey, James Edward
<i>South Portland, Me.</i> |
| L | Charnas, Robert David
<i>Harrison, N. Y.</i> | S | Cornwell, Timothy
<i>West Chester, Pa.</i> |
| S | Cheek, Leslie, III
<i>Richmond, Va.</i> | S | Costanzo, Christopher David
<i>New York, N. Y.</i> |
| U | Cheng, William Su-lian
<i>State College, Pa.</i> | L | Cottle, William Taft, Jr.
<i>Waterville, Me.</i> |
| J | Chickering, William Henry, III
<i>New York, N. Y.</i> | U | Courtneil, Paul Wilson Archibald, III
<i>Chatham</i> |
| U | Chirurg, James Thomas, Jr.
<i>Danvers</i> | J | Cowden, John Peter, Jr.
<i>Westport, Conn.</i> |

PHILLIPS ACADEMY

- S Cox, Basil Magor
New York, N. Y.
- L Cox, Edward Vermilye, III
Oyster Bay, L. I., N. Y.
- S Cox, John Rogers, Jr.
Terre Haute, Ind.
- S Cruikshank, William, Jr.
Garden City, N. Y.
- J Cullen, Edward Geoffrey
Greenwich, Conn.
- L Cummings, William Charles, III
Janesville, Wis.
- S Curtis, Gerald Brunner
Fairfield, Conn.
- S Cushman, Trevor Arnold, III
Tiburon, Calif.
- U Cutcliffe, Conrad Mylinn
Reading
- L Cuthbertson, Clive Thomas
Greenwich, Conn.
- U Danforth, Nicholas Wellington
Weston
- U Daniel, John Morgan
Farmers Branch, Tex.
- U Daniels, Alfred Arthur
Peabody
- U Dann, Tyler
Pawling, N. Y.
- U Darnton, John Townsend
New York, N. Y.
- U Datlowe, Dayton Wood
Armonk, N. Y.
- J Davey, Michael Dean
New Haven, Conn.
- L Davis, Donald Benjamin
Waco, Tex.
- U Davis, Norman Davenport
Dover, N. H.
- S Davis, Robert Lee
Somerville
- S Davis, Thomas Duncan
New Canaan, Conn.
- S de la Cruz, Carlos Manuel
Havana, Cuba
- L de Mare, Gregory Moore
Saugerties, N. Y.
- J deSola, Francisco Ricardo Roberto, Jr.
El Salvador, C. A.
- S Devening, Robert Randolph
San Marino, Calif.
- U Dingilian, Steven Michael
New York, N. Y.
- U Dinolt, George Walter
Putnam, Conn.
- U Doak, John Hunt
Shelbyville, Ky.
- S Doherty, John Charles
Andover
- S Dolan, Clyde Morgan Edwards
Groton
- J Donahoe, Shaun Schuyler
Rochester, N. Y.
- L Donahue, Thomas Bradley, Jr.
Atlanta, Ga.
- J Donaldson, Russell Griffith
South Hamilton
- S Dorman, John Merrill
Pittsfield
- U Dougherty, John Dennis, Jr.
Hingham
- U Douglas, Earl Williamson, Jr.
Weldon, N. C.
- L Drayton, William Astor, Jr.
New York, N. Y.
- L Driver, Ross Norman
Andover
- U Drooker, Michael Stephen
Nahant
- U Dubocq, William Edmund, III
Andover
- L Dudan, William Wade
West Nyack, N. Y.
- L DuHamel, Thomas Roland
Salem Depot, N. H.
- U Dulles, Frederick Hendrik
New York, N. Y.
- U Dumas, David Warner
Amesbury
- J Durham, Arthur
Andover
- L Durham, Roy Alan
New York, N. Y.
- L Durrance, Richard Sherman
Aspen, Colo.
- L Durston, James Shields
Lumberton, N. C.
- L Dwyer, Cornelius John
New York, N. Y.
- L Eastman, Dwight Reid
Lake Forest, Ill.

PHILLIPS ACADEMY

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|---|---|
| U Easton, Stephen Whitney
<i>Barrington, R. I.</i> | J Ferriss, Donald Ryder
<i>Huntington, N. Y.</i> |
| U Edgerly, David Leighton
<i>Windsor, Vt.</i> | S Fichthorn, Luke Eberly, III
<i>Darien, Conn.</i> |
| U Edwards, Samuel Dyer
<i>Stanford, Calif.</i> | L Field, James Oliver
<i>Winchester</i> |
| U Egleston, Oliver Wallace
<i>Wellesley Hills</i> | U Filion, Richard Henry
<i>Somersworth, N. H.</i> |
| L Elkin, Paul Stephen
<i>Newburyport</i> | U Fiore, Robert Masters
<i>Plymouth, N. H.</i> |
| U Ellegood, Richard McMurray
<i>Encino, Calif.</i> | L Fisher, Ernest Wilkin
<i>Galesburg, Ill.</i> |
| S Ellis, Wade, Jr.
<i>Oberlin, Ohio</i> | L Fitts, Daniel Hewitt
<i>Andover</i> |
| J Emerson, Thomas Lees
<i>Greenfield</i> | L Flaherty, Craig Edward
<i>Everett</i> |
| L Emmer-Szerbesko, Claus
<i>Caracas, Venezuela</i> | J Fleming, Randolph Ingersoll
<i>New Haven, Conn.</i> |
| S Emsley, Howard Allen, Jr.
<i>Whitinsville</i> | U Fleming, William Waddell
<i>Cold Spring, N. Y.</i> |
| L Engel, John
<i>Great Neck, N. Y.</i> | U Flye, John Allen
<i>Andover</i> |
| U Engvall, Charles Andrew, Jr.
<i>Medford</i> | S Foote, Alfred Peter
<i>Mt. Kisco, N. Y.</i> |
| U Enos, Joseph Clive, III
<i>West Acton</i> | U Forster, Dale Edward
<i>Portland, Ore.</i> |
| S Epstein, David George
<i>New York, N. Y.</i> | U Forsythe, Carl Stanford, III
<i>Greenwich, Conn.</i> |
| S Epstein, Jeffrey Sherman
<i>Brookline</i> | S Foss, Stephen Woodrow
<i>Haverhill</i> |
| U Espovich, Richard David
<i>Haverhill</i> | L Foster, Mark Wingate
<i>Fairfield, Conn.</i> |
| L Evans, David Huhn, Jr.
<i>North Andover</i> | L Foster, Richard Wilson
<i>Andover</i> |
| U Evans, Edward Parker
<i>Greenwich, Conn.</i> | U Foster, Whitney Pray
<i>West Newton</i> |
| L Evslin, Tom Isaac
<i>New Rochelle, N. Y.</i> | S Fournier, David Ballou
<i>North Attleboro</i> |
| L Ewell, John Woodruff, Jr.
<i>Northford, Conn.</i> | U Fox, Alan Loomis
<i>Glens Falls, N. Y.</i> |
| J Fabiano, John Gaspar
<i>Somerville</i> | U Fox, Frederick Louvane
<i>Keene, N. H.</i> |
| L Fay, William North
<i>York, Pa.</i> | J Freeman, Charles Townsend
<i>Glen Cove, L. I., N. Y.</i> |
| S Fenn, Henry Anderson, Jr.
<i>Gainesville, Fla.</i> | U French, Perrin Lindol
<i>San Francisco, Calif.</i> |
| U Fennerty, Harry Atkinson, Jr.
<i>Tucson, Ariz.</i> | U Friedberg, Carl Edwin
<i>Scranton, Pa.</i> |
| U Ferguson, William Rotch
<i>Milford, N. H.</i> | J Frishman, Steven Arthur
<i>Andover</i> |
| | U Fuller, George
<i>Woodside, Calif.</i> |

PHILLIPS ACADEMY

- L Fuller, John Malcolm, Jr.
San Francisco, Calif.
- L Fuller, Peter Charles
North Attleboro
- J Furcolo, Foster Gerald, Jr.
Newton Centre
- U Gage, Hugh Ross
East Hampton, N. Y.
- S Gail, Mitchell Henry
Lexington, Ky.
- L Gallaudet, Denison
Little Compton, R. I.
- L Gamble, Millard Gobert, IV
Charlotte, N. C.
- L Gamm, Peter Edward
Charlotte, N. C.
- U Gardner, Dorsey Robertson
Springdale, Conn.
- J Garrett, James Yard
Pittsburgh, Pa.
- J Garver, John Anson
Oyster Bay, N. Y.
- S Gaskin, David Mervyn
Grosse Pointe Woods, Mich.
- L Gass, Fred Stuart
Greencastle, Ind.
- S Gates, George Gregory
South Bend, Ind.
- L Gaud, William Steen, III
Charleston, S. C.
- L Gibson, David Beckwith
Sewickley, Pa.
- S Gibson, John, IV
Sewickley, Pa.
- S Gilbert, George Seymour Beckwith
New York, N. Y.
- J Gilbert, Parmalee Prentice
Stamford, Conn.
- J Gilbert, Thomas Strong
New York, N. Y.
- L Gilbert, Timothy Prout
Denver, Colo.
- U Gillis, Laurence Joseph
Revere
- J Gilmore, Thomas North
Belmont
- U Givens, Samuel Oliver
Chicago, Ill.
- L Glenn, Richard Murray Cunningham
III
Woodbury, Conn.
- S Glover, Christopher Whelpdale
Merriam
Colchester, Essex, England
- L Goff, Frederick Pollard
Barranquilla, Colombia, S. A.
- U Goldin, Stevan Bart
Greenport, L. I., N. Y.
- U Goldstein, Richard Lynn
Rochester, N. Y.
- L Goltz, Theodore Hugh
Haverhill
- J Gonzalez, Jorge Rafael
Saranac Lake, N. Y.
- U Goodell, Charles Ellsworth
Jamestown, N. Y.
- J Goodwin, Andrew Jackson
Lake Forest, Ill.
- S Goodyear, Richard
New York, N. Y.
- J Gorrie, John Edward Anderson, Jr.
Andover
- U Gould, William Alfred
Portsmouth, N. H.
- L Graham, Andrew Jay
Brooklyn, N. Y.
- U Grant, David William
Winchester
- S Green, John Seager
North Farnham, Surrey, England
- S Greenwood, Wilbur Rowe, III
Stamford, Conn.
- J Grew, Edward Sturgis
Andover
- S Grew, Edward Wigglesworth, III
Dover
- U Griffin, Charles Anthony
Portsmouth, N. H.
- U Griffith, Arnold Koons
Saunderstown, R. I.
- L Grillo, Peter James
Andover
- J Griswold, James Robert, Jr.
Ligonier, Pa.
- L Hackett, David Spencer
Ligonier, Pa.
- U Hagemann, Peter
Panama City, Fla.

PHILLIPS ACADEMY

- | | | | |
|---|---|---|--|
| U | Hagenbuckle, Roderick Emerson
<i>West Newton</i> | U | Hesser, James Craig
<i>Charlotte, N. C.</i> |
| S | Hale, Prentiss Cobb, III
<i>San Francisco, Calif.</i> | S | Hewitt, Frank Seaver
<i>Oakmont, Pa.</i> |
| L | Hanna, George Verner, III
<i>Charlotte, N. C.</i> | L | Hewlett, Everett Augustus, Jr.
<i>Washington, D. C.</i> |
| S | Hanna, Thomas Philip
<i>Ithaca, N. Y.</i> | U | Hibbard, Stephen Todd
<i>Pittsfield</i> |
| L | Hanners, William Edward
<i>Springfield, Ohio</i> | S | Higdon, Henry Grover
<i>Greenwich, Conn.</i> |
| L | Hannon, David Frank
<i>Cambridge</i> | J | Higgins, Ivanhoe Bradshaw, Jr.
<i>Baltimore, Md.</i> |
| U | Hanson, Charles William Davenport,
Jr.
<i>New Canaan, Conn.</i> | U | Hile, Howard Brand
<i>Estado Bolivar, Venezuela</i> |
| L | Hanson, Erik Ivan
<i>Stoneham</i> | J | Hill, Jeffrey Dupuis
<i>Darien, Conn.</i> |
| U | Hardy, Howard Rogers
<i>Reading</i> | J | Hinckley, Thomas Morse
<i>Acton Center</i> |
| S | Harper, David
<i>Red Hook, N. Y.</i> | S | Hines, Ronald
<i>New Rochelle, N. Y.</i> |
| S | Harris, David Howard
<i>Hollywood, Fla.</i> | J | Hinkle, Lawrence Earle, III
<i>New Canaan, Conn.</i> |
| L | Harris, King William Wishbone
<i>Highland Park, Ill.</i> | L | Hobson, Stephen Ronald
<i>Garden Grove, Calif.</i> |
| U | Harrison, Edward Webb, Jr.
<i>Princeton, N. J.</i> | L | Hoffman, Floyd Gerry
<i>Highland Park, Ill.</i> |
| U | Hartnett, John Gillespie
<i>Dover, N. H.</i> | L | Holahan, Dennis John
<i>Darien, Conn.</i> |
| J | Hawkanson, James Crosby
<i>Duluth, Minn.</i> | S | Hooker, Roger Wolcott, Jr.
<i>Lewiston, N. Y.</i> |
| L | Hay, Glenn Orr, Jr.
<i>Framingham Center</i> | L | Hopper, Arthur Frederick, III
<i>Bedminster, N. J.</i> |
| U | Hayes, Jonathan Armstrong
<i>Southboro</i> | S | Horn, Michael Serge
<i>Kingston, R. I.</i> |
| S | Hayman, James Henry
<i>New York, N. Y.</i> | U | Horvitz, Paul Shindler
<i>Fall River</i> |
| S | Heard, Drayton Owsley, III
<i>Sewickley, Pa.</i> | L | Houpis, George Byron
<i>Lowell</i> |
| U | Heerwagen, Dean Reese
<i>Springfield, N. J.</i> | S | Howland, John Seymour
<i>Amherst</i> |
| L | Heffelfinger, Peter Hughes
<i>Nyack, N. Y.</i> | S | Hsia, Sven Erik
<i>New York, N. Y.</i> |
| L | Heikkinen, Jacob Herman
<i>Gettysburg, Pa.</i> | S | Hughes, George Hill
<i>West Hartford, Conn.</i> |
| U | Heinz, Charles Howard
<i>Pittsburgh, Pa.</i> | U | Hunter, Michael
<i>Sewickley, Pa.</i> |
| U | Helbig, Frederic Edward Joseph
<i>Ghent, N. Y.</i> | L | Huvelle, Peter Rinehart
<i>Litchfield, Conn.</i> |
| J | Heredia, José Constantino
<i>Miraflores, Lima, Peru</i> | U | Huxley, Robert Daniel
<i>West Hartford, Conn.</i> |

PHILLIPS ACADEMY

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|---|--|---|---|
| L | Iarrobino, Anthony Ayres, Jr.
<i>Marblehead</i> | J | Kaufman, Stephen Andrew
<i>Westport, Conn.</i> |
| s | Iglesias, José George
<i>Havana, Cuba</i> | s | Keaney, James Francis
<i>Andover</i> |
| U | Ingelfinger, Joseph Abbott
<i>Cambridge</i> | L | Keeney, Raymond Allen, II
<i>Somersville, Conn.</i> |
| U | Ingham, Jonathan
<i>Morristown, N. J.</i> | J | Keith, Samuel John
<i>Natick</i> |
| s | Israel, Andrew Cremieux
<i>Stamford, Conn.</i> | L | Keller, Robert Jeremiah
<i>Miami Beach, Fla.</i> |
| J | Israel, Thomas Craig
<i>Stamford, Conn.</i> | L | Kellogg, David Moulton, IV
<i>Weston</i> |
| s | Jacobi, Robert de Greeff
<i>Clearwater, Fla.</i> | U | Kendrick, Charles Richard, Jr.
<i>Denver, Colo.</i> |
| J | Jacobs, Carl Bearse, Jr.
<i>Glenview, Ill.</i> | U | Kennedy, David Alva
<i>Tampa, Fla.</i> |
| s | Jacunski, Richard Robert
<i>North Haven, Conn.</i> | U | Kennedy, Duncan McLean
<i>Cambridge</i> |
| s | Jacunski, Robert Richard
<i>North Haven, Conn.</i> | U | Kenny, Thomas Frederick, II
<i>Montclair, N. J.</i> |
| L | Jaques, Willard Matthews
<i>Lake Forest, Ill.</i> | s | Kepner, Robert Ford
<i>Havana, Cuba</i> |
| L | Jean, Arthur Honore, Jr.
<i>Nashua, N. H.</i> | L | Keppelman, Richard Tripp
<i>Litchfield, Conn.</i> |
| L | Jefferds, Joseph Crosby, III
<i>Charleston, W. Va.</i> | U | Kessler, Charles Crane
<i>Lynnfield</i> |
| J | Jenkins, Daniel Henry, III
<i>Scranton, Pa.</i> | s | Kfoury, James Franklin
<i>Andover</i> |
| L | Jenks, David Perry
<i>Cohasset</i> | s | Killilea, Alfred George
<i>Andover</i> |
| s | Jenner, Douglas Robert
<i>Denver, Colo.</i> | s | Kimball, Ralph Abbott, Jr.
<i>West Boxford</i> |
| U | Jessup, Nathaniel Foote
<i>Wilton, Conn.</i> | J | King, James Anthony
<i>Briarcliff Manor, N. Y.</i> |
| s | Johanson, Ralph Nathanael, Jr.
<i>Wellesley</i> | U | King, John Scott
<i>Upper Montclair, N. J.</i> |
| L | Johnson, Andrew Field
<i>Irvington-on-Hudson, N. Y.</i> | J | King, Roger Weatherly
<i>Tuxedo Park, N. Y.</i> |
| L | Johnson, Belden Crane
<i>Burke, Va.</i> | U | Kingston, William Howard, III
<i>Moorestown, N. J.</i> |
| L | Johnson, Thomas Raymond
<i>Newton Highlands</i> | L | Kinnear, Paul Whitling
<i>Buenos Aires, Argentina</i> |
| J | Jones, Hugh McKean
<i>Canandaigua, N. Y.</i> | s | Kinnear, William Brock
<i>Buenos Aires, Argentina</i> |
| s | Jones, Kirby
<i>Bedford, N. Y.</i> | L | Kinross-Wright, Jeremy John
<i>London, England</i> |
| L | Kalkstein, Paul
<i>Moorestown, N. J.</i> | U | Kip, Nicholas Van Houten
<i>Marblehead</i> |
| J | Karlen, Delmar, Jr.
<i>Garrison, N. Y.</i> | L | Kirk, David Starr
<i>Old Greenwich, Conn.</i> |
| | | s | Kirk, Garrett, Jr.
<i>Old Greenwich, Conn.</i> |

PHILLIPS ACADEMY

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|---|--|
| <p>S Kivowitz, Charles Frederick
<i>Clifton, N. J.</i></p> <p>J Kleiber, Pierre Maxwell
<i>Davis, Calif.</i></p> <p>U Kleven, Thomas Eliot
<i>Swampscott</i></p> <p>J Knight, David Holman
<i>Winterport, Me.</i></p> <p>L Knowles, James Burbank
<i>Greenwich, Conn.</i></p> <p>S Koehl, Dexter Clark
<i>Ardsley-on-Hudson, N. Y.</i></p> <p>U Koehler, Ben Williams
<i>Boonton, N. J.</i></p> <p>S Kovi, Louis Vincent
<i>Ringoes, N. J.</i></p> <p>S Kriebble, Frederick Brayton
<i>West Hartford, Conn.</i></p> <p>S Kukk, Toomas Juhan
<i>Deep River, Conn.</i></p> <p>U Lacey, Donald Orr, Jr.
<i>Washington, D. C.</i></p> <p>J Lake, Peter Alan
<i>Marblehead</i></p> <p>L Lamm, Peter Donald Wakeham
<i>Norfolk, Va.</i></p> <p>S Langdon, Bancroft
<i>Ithaca, N. Y.</i></p> <p>L Lanpher, Edward Gibson
<i>Alexandria, Va.</i></p> <p>U Larned, William Jenison
<i>Grand Rapids, Mich.</i></p> <p>L LaTour, Pierre, Jr.
<i>Smithtown, N. Y.</i></p> <p>L Lauder, Keith Forbes
<i>Andover</i></p> <p>U Lauppé, Carl, III
<i>Charlotte, N. C.</i></p> <p>U Lawrence, Larry Jay
<i>Riverside, Conn.</i></p> <p>U Leadbitter, Robert Gale
<i>Andover</i></p> <p>U Leader, Sheldon Lawrence
<i>Caracas, Venezuela</i></p> <p>S Leaf, James Gillespie
<i>Andover</i></p> <p>U Leavell, Charles Scurry
<i>El Paso, Tex.</i></p> <p>U Leavitt, Edward Ashley
<i>Andover</i></p> | <p>L Lebach, Thomas, Richard
<i>Andover</i></p> <p>U Lee, Anthony Davis
<i>Short Hills, N. J.</i></p> <p>U Lee, Peter Wuntuh
<i>New York, N. Y.</i></p> <p>U Leete, Richard Lawrence
<i>Andover</i></p> <p>L Lemkin, Stephen Richard
<i>Lowell</i></p> <p>U LeRoy, Robert Livingston
<i>Simsbury, Conn.</i></p> <p>J Levin, John Michael
<i>Staten Island, N. Y.</i></p> <p>U Levin, Roger Bert
<i>Little Silver, N. J.</i></p> <p>L Levinson, Stuart
<i>Edgartown</i></p> <p>J Lewis, Randall Jeffrey
<i>Taunton</i></p> <p>S Lichtenstein, Joel Edward
<i>Newark, Ohio</i></p> <p>U Lincoln, Daniel Bellamy
<i>West Point, N. Y.</i></p> <p>S Little, William Eldred, Jr.
<i>Oyster Bay, L. I., N. Y.</i></p> <p>L Lobitz, Walter Charles, III
<i>Hanover, N. H.</i></p> <p>S Lodge, David Williams
<i>Brooklyn, Conn.</i></p> <p>L Longfellow, Richard Clark, Jr.
<i>Anoka, Minn.</i></p> <p>S Lubarsky, Richard Jared
<i>Worcester</i></p> <p>S Lunde, Erik Sheldon
<i>Ardmore, Pa.</i></p> <p>S Lynch, Anthony James
<i>Mt. Kisco, N. Y.</i></p> <p>S Lynch, Stephen Andrew, III
<i>Miami Beach, Fla.</i></p> <p>U MacAdam, Robert Bruce
<i>Andover</i></p> <p>L McAfee, William Gage
<i>Irvington-on-Hudson, N. Y.</i></p> <p>S McCarthy, Edward Aloysius, Jr.
<i>Medford</i></p> <p>U McChristian, Joseph Alexander, Jr.
<i>New York, N. Y.</i></p> <p>S McClellan, John, Jr.
<i>Woodstock, Conn.</i></p> |
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PHILLIPS ACADEMY

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| <p>S McDonell, Alexander Angus, 3d
<i>Farmington, Conn.</i></p> <p>U MacInnis, Ronald
<i>Malden</i></p> <p>U McKee, Christopher Fulton
<i>Wright-Patterson AFB, Ohio</i></p> <p>U MacKenzie, Ralph Snow
<i>Orleans</i></p> <p>L McKnight, John Peter
<i>Charlotte, N. C.</i></p> <p>S McLanahan, David Joseph
<i>Madison Heights, Mich.</i></p> <p>U MacLean, Shian
<i>Ludington, Mich.</i></p> <p>J McMath, Jonathan Clark
<i>Royal Oak, Mich.</i></p> <p>U McMullen, Terence Perry
<i>New York, N. Y.</i></p> <p>L MacMurray, Frank Goodnow, Jr.
<i>McLean, Va.</i></p> <p>J McNamee, Daniel Vincent, 3d
<i>Loudonville, N. Y.</i></p> <p>S McNeece, Robert Wilson
<i>Chatham</i></p> <p>L McPherson, John Clarke, Jr.
<i>San Francisco, Calif.</i></p> <p>U Macmillan, Miller Lash
<i>Washington, D. C.</i></p> <p>L Mahoney, Daniel Dennis
<i>White Plains, N. Y.</i></p> <p>S Maier, Ward Reynolds
<i>Kensington, Conn.</i></p> <p>U Mandelbaum, Peter Jay
<i>New York, N. Y.</i></p> <p>J Mandell, Jeffrey Howard
<i>Pottsville, Pa.</i></p> <p>J Mann, William Arthur
<i>Ridgewood, N. J.</i></p> <p>S Marengo, Giuliano
<i>Taranto, Italy</i></p> <p>S Markel, James Wayland
<i>Mount Pleasant, Mich.</i></p> <p>S Marks, James Lafayette, III
<i>Cheswick, Pa.</i></p> <p>U Martin, Edward Fontaine
<i>Darien, Conn.</i></p> <p>S Martin, Geoffrey
<i>Ridgewood, N. J.</i></p> <p>U Masland, Richard Harry
<i>Washington, D. C.</i></p> <p>L Mason, John Murray
<i>Hanover, Pa.</i></p> | <p>S Mason, John Sykes, Jr.
<i>Rockville, Conn.</i></p> <p>L Mathis, Robert Trimble
<i>Rye, N. Y.</i></p> <p>U Matson, Wayne Reimer
<i>Lowell</i></p> <p>J Matthias, John Otto
<i>Bellevue, Wash.</i></p> <p>S Matton, John William
<i>Andover</i></p> <p>U Maxon, James Howard, Jr.
<i>El Paso, Tex.</i></p> <p>S Mayer, Edward Valentine, Jr.
<i>New City, N. Y.</i></p> <p>L Mayer, Thomas Walter
<i>Santa Fe, N. M.</i></p> <p>L Mayers, Michael Spencer
<i>Darien, Conn.</i></p> <p>J Mayo, John Caldwell Calhoun, III
<i>Ashland, Ky.</i></p> <p>S Meistrell, Gerard Moody
<i>Great Neck, L. I., N. Y.</i></p> <p>U Menken, John Frederick
<i>San Francisco, Calif.</i></p> <p>L Meyer, Carl, II
<i>New York, N. Y.</i></p> <p>J Meyer, Richard Louis
<i>Oshkosh, Wis.</i></p> <p>S Meyer, Ronald Lewis
<i>Wellesley</i></p> <p>L Miller, Charles Edward, Jr.
<i>Los Angeles, Calif.</i></p> <p>S Miller, Christopher Richard
<i>Kenosha, Wis.</i></p> <p>U Miller, Elliot Stuart
<i>Rye, N. Y.</i></p> <p>L Miller, James Rohan
<i>Kenosha, Wis.</i></p> <p>S Miller, Perry Van Sciver
<i>Yardley, Pa.</i></p> <p>U Mills, Edward Shorney
<i>New Canaan, Conn.</i></p> <p>U Mitchell, John Clark, III
<i>Denver, Colo.</i></p> <p>U Mock, Frederic Jacob
<i>Princeton, N. J.</i></p> <p>U Moffat, Stephen Ayres
<i>San Francisco, Calif.</i></p> <p>S Moger, Daniel Whepley, Jr.
<i>Riverside, Conn.</i></p> <p>J Mohr, Brent Cummings
<i>Branford, Conn.</i></p> |
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PHILLIPS ACADEMY

- | | |
|--|--|
| S Mondale, Jason Edward
<i>Lewistown, Mont.</i> | J Newton, Dexter, Jr.
<i>Westboro</i> |
| S Moock, Peter Russell
<i>Pennington, N. J.</i> | L Newton, Earle Williams, III
<i>Mechanicsburg, Pa.</i> |
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<i>La Jolla, Calif.</i> | U Newton, James Armstrong
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| J Moonves, Michael Alexander
<i>Warwick, Va.</i> | U Nields, John Whitelaw, Jr.
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| U Moore, Christopher Grant
<i>Denver, Colo.</i> | S Nilson, George Albert
<i>Douglaston, I. I., N. Y.</i> |
| J Moore, Edward Parsons, Jr.
<i>Darien, Conn.</i> | S Nordhaus, William Dawbney
<i>Albuquerque, N. M.</i> |
| U Morgan, Stevenson Demuth
<i>Tuxedo Park, N. Y.</i> | U Novick, Robert Arthur
<i>Lowell</i> |
| L Morrow, John Willis
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<i>Trumbull, Conn.</i> |
| S Moseley, Lloyd Winfred, Jr.
<i>Ridgewood, N. J.</i> | S Nuttle, Philip Everngam, Jr.
<i>Easton, Md.</i> |
| L Most, Stephen Arthur
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<i>Far Hills, N. J.</i> | J Obninsky, Victor Peter
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<i>New York, N. Y.</i> |
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<i>Salisbury</i> | L O'Brien, Francis
<i>Weston</i> |
| J Muller, Eric Philip
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| S Myers, Robert Perry
<i>Waterville, Me.</i> | S Oliver, Paul Winthrop, Jr.
<i>Winnetka, Ill.</i> |
| S Nassau, Robert Hamill
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<i>Andover</i> |
| U Nelson, David MacKenzie
<i>Reading</i> | U Opal, Chet Brian
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| J Nelson, Leonard Spencer
<i>Nahant</i> | S Othmer, David Artman
<i>Mayaguez, Puerto Rico</i> |
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| L Neumark, Philip
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- S Payne, Samuel Giles, V
Bridgeport, Conn.
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<i>Durham, N. C.</i></p> <p>L Williams, John Leslie
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<i>Little Silver, N. J.</i></p> <p>L Winship, Peter
<i>Herndon, Va.</i></p> <p>U Winter, Wallace Charles
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<i>Wilton, Conn.</i></p> <p>S Zug, Christopher
<i>Sewickley, Pa.</i></p> |
|---|---|

INDEX

Administrative Departments and Officers	14
Admission Deposit	45
Admission, General Policy	50
Admission Procedure	51
Admission Requirements for Each Class	55
Admission Tests, Charges and Schedule	52
Aims of Phillips Academy	17
Alumni Representatives	95
Application Blank	121
Applying, Procedure in	51
Archaeology Building	32
Art Gallery	30
Athletics and Physical Education	37
Breakage Deposit	46
Calendars	2, 3
Classification	21, 102
Class Officers	21
Clothing	42
College Admissions—Class of 1958	44
Constitution of Phillips Academy	18
Counselors	26
Course of Study	21
Courses, Description of	58
Cultural Opportunities	28
Curriculum	21
Daily Schedule	40
Day Excuses	42
Day Students	45
Deposit, Admissions	45
Deposit, Breakage	46
Diploma Requirements	22
Discipline	41
Dormitory Residence, Plan of	26
Eating, Plan of	26
Entrance, Requirements for	50
Entrance Examinations	52
Expenses	44-49
Extra-Curricular Activities	33
"Extras"	47
Faculty	6
Financial Aid for Students	48

PHILLIPS ACADEMY

Founders of Phillips Academy	1, 18
Four-Year Program	23, 24
Furniture (Room Equipment)	42
General Information	26
Grades and Reports	41
Headmasters	1
Health Supervision	39
Historical Sketch	18
Library	29
Map of the School	1
Medical Insurance	46
Payments	45
Physical Education	37
Pictures of the Academy	49
Placement Examinations	54
Placement Examinations, Preparation for	54
Plan of Residence and Eating	26
Prizes and Prize Winners	77
Procedure in Applying	51
Purpose of Phillips Academy	17
Regulations, General	41
Religion, School Policy on	27
Reports	41
Representation, Geographical	102
Residence, Plan of	26
Room Equipment	42
Scholarship Aid	48
Scholarship Funds	87
Smoking	42
Special Departments	14-16
Spending Money	48
Student Activities	33
Student Aid	48
Students, Names of-1958-59	102
Study Hours	40
Summer Session	49
Trustees	4, 5
Tuition Charges	45
Weekend Excuses	42
Work Program	40

Preliminary Application for Phillips Academy, Andover, Mass.

1. Time of proposed entrance: September, 19....
2. Class applied for: JUNIOR LOWER MIDDLE UPPER MIDDLE SENIOR
(circle one) (9th Grade) (10th Grade) (11th Grade) (12th Grade)
3. Boy's name in full.....

First

Middle

Last
4. Date of birth.....
5. Name of parent or guardian.....
6. Permanent address.....
7. Preferred mailing address.....
8. Name and address of school in which boy will be during the year just prior to his proposed admission to Andover (if definitely known).

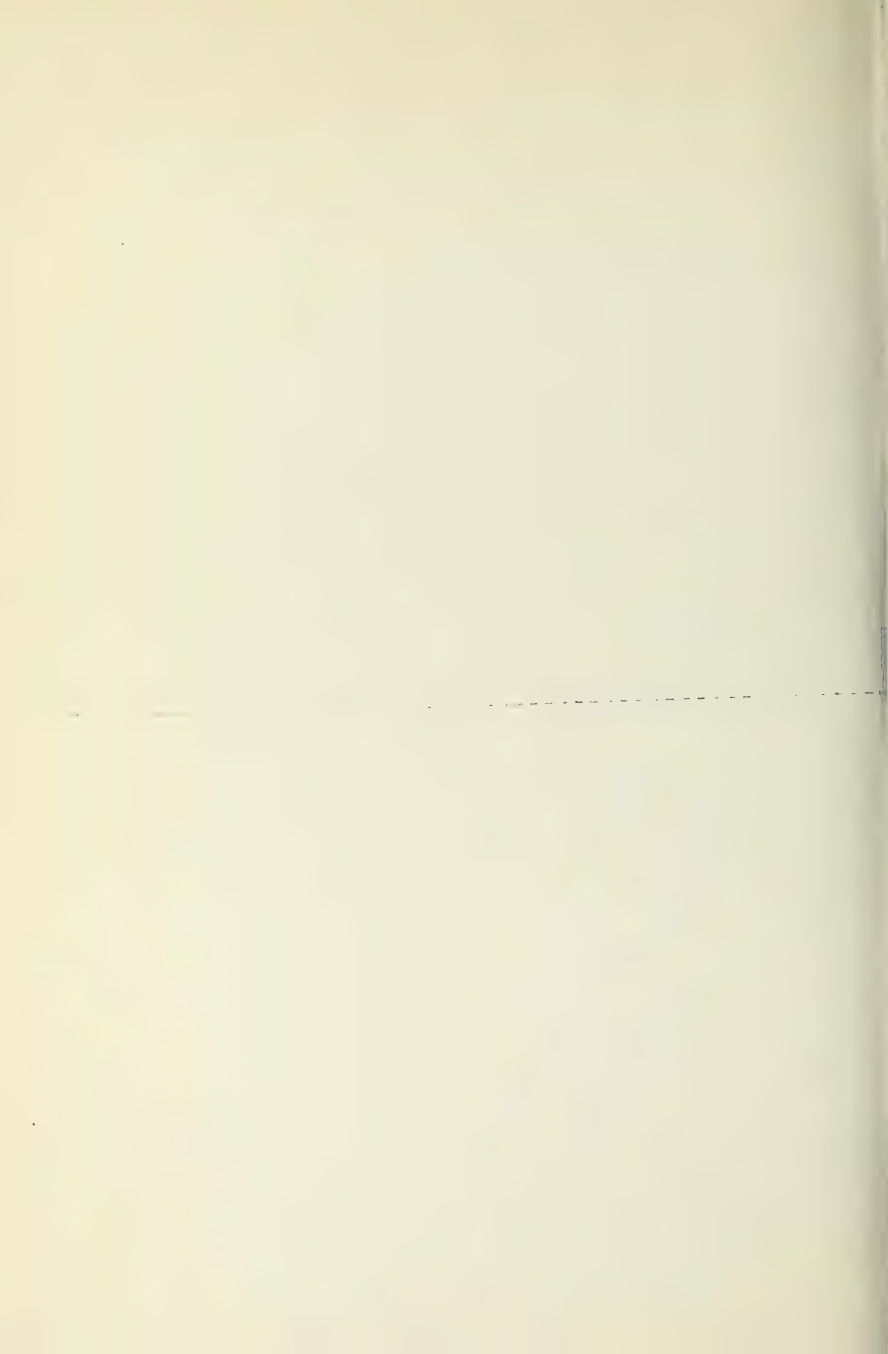
9. Please list on the reverse side the names of relatives who are now at or who have previously attended the Academy.....
10. Will scholarship aid be necessary?.....

For further information, please consult the Catalogue under "Procedure in Applying."

Date.....

Signed..... (Parent or Guardian)

The required \$10.00 application fee, payable to the Trustees of Phillips Academy, should accompany this form. 59



1960

CATALOGUE OF

PHILLIPS ACADEMY

Andover, Massachusetts



182nd Year





PHILLIPS ACADEMY

ANDOVER, MASSACHUSETTS

SCALE OF FEET

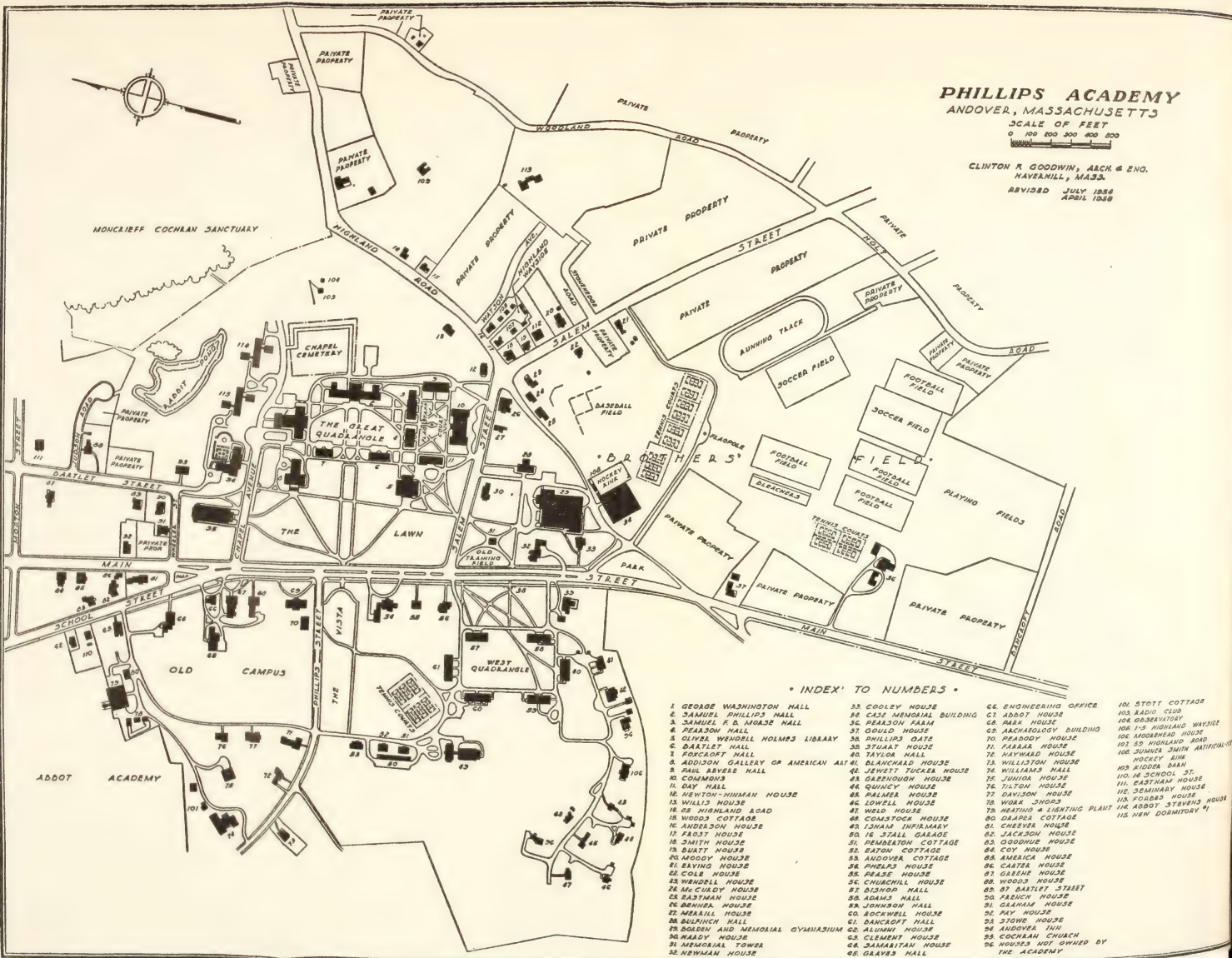
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CLINTON R. GOODWIN, ARCH & ENG.

ANDOVER, MASS.

REVISED JULY 1955

APRIL 1958



INDEX TO NUMBERS

- | | | | |
|-----------------------------------|---------------------------|------------------------------------|--------------------------|
| 1 GEORGE WASHINGTON HALL | 33 COOLEY HOUSE | 66 ENGINEERING OFFICE | 101 STOTT COTTAGE |
| 2 SAMUEL PHILLIPS HALL | 34 CASE MEMORIAL BUILDING | 67 ADDOT HOUSE | 102 RADIO CLUB |
| 3 SAMUEL P. B. HOUSE HALL | 35 PEABODY PARK | 68 BARRETT HOUSE | 103 H. B. SCHOOL ST. |
| 4 PEABODY HALL | 37 GOULD HOUSE | 69 ARCHAEOLGY BUILDING | 104 H. B. SCHOOL ST. |
| 5 OLIVER WENDELL HOLMES LIBRARY | 38 PHILLIPS GATE | 70 PEABODY HOUSE | 105 H. B. SCHOOL ST. |
| 6 OAKLEY HALL | 39 STUART HOUSE | 71 PARARA HOUSE | 106 SUMMER JAMM AMERICAN |
| 7 FOXCROFT HALL | 40 TAYLOR HALL | 72 MAYWALD HOUSE | 107 H. B. SCHOOL ST. |
| 8 ADDISON GALLERY OF AMERICAN ART | 41 BLANCHARD HOUSE | 73 WILLISTON HOUSE | 108 H. B. SCHOOL ST. |
| 9 PAUL BEVERE HALL | 42 JEWETT TUCKER HOUSE | 74 WILLIAMS HALL | 109 H. B. SCHOOL ST. |
| 10 COMMONS | 43 WHEEL HOUSE | 75 JUNIOR HOUSE | 110 H. B. SCHOOL ST. |
| 11 DAY HALL | 44 QUINCY HOUSE | 76 TILTON HOUSE | 111 EASTHAM HOUSE |
| 12 NEWTON-HUNMAN HOUSE | 45 PALMER HOUSE | 77 DAVENPORT HOUSE | 112 DEANWORTH HOUSE |
| 13 WILLIS HOUSE | 46 LOWELL HOUSE | 78 WOODS HOUSE | 113 EASTHAM HOUSE |
| 14 H. B. HIRSHMAN ROAD | 47 WELD HOUSE | 79 HEATH'S & LINTING PLANT | 114 ADDOT STEVENS HOUSE |
| 15 ANDERSON HOUSE | 48 CONASTOCK HOUSE | 80 DAVENPORT HOUSE | 115 NEW DOBNOTORY |
| 16 FOST HOUSE | 49 ISHAM INFIRMARY | 81 CHEEVER HOUSE | |
| 17 SWITH HOUSE | 50 H. B. STALL GARAGE | 82 JACKSON HOUSE | |
| 18 DUATT HOUSE | 51 DEARBORN COTTAGE | 83 DODDHOUSE | |
| 19 ADDOT HOUSE | 52 EATON COTTAGE | 84 COY HOUSE | |
| 20 ADDOT HOUSE | 53 ADDOT COTTAGE | 85 AMERICA HOUSE | |
| 21 BAYING HOUSE | 54 PHELPS HOUSE | 86 CARTER HOUSE | |
| 22 COLE HOUSE | 55 REASE HOUSE | 87 GREENE HOUSE | |
| 23 WINGFIELD HOUSE | 56 CHURCHILL HOUSE | 88 WOODS HOUSE | |
| 24 MC CUSKY HOUSE | 57 DUNN HALL | 89 ST. BARTLETT STREET | |
| 25 BERNARD HOUSE | 58 ADAMS HALL | 90 PARSONS HOUSE | |
| 26 BERNARD HOUSE | 59 JOHNSON HALL | 91 GAY HOUSE | |
| 27 MEXILL HOUSE | 60 ROCKWELL HOUSE | 92 RAY HOUSE | |
| 28 BURNING HALL | 61 DANCROFT HALL | 93 STEVENS HOUSE | |
| 29 BURNING AND MEMORIAL GYMNASIUM | 62 ALUMNI HOUSE | 94 ANDOVER INN | |
| 30 READY HOUSE | 63 CLEMENT HOUSE | 95 COCHRAN CHURCH | |
| 31 MEMORIAL TOWER | 64 JAMARITAN HOUSE | 96 HOUSES NOT OWNED BY THE ACADEMY | |
| 32 NEWMAN HOUSE | 65 GRAYES HALL | | |

1960

CATALOGUE OF

PHILLIPS ACADEMY

Andover, Massachusetts



182nd Year

Published by Phillips Academy, Andover, Massachusetts

TABLE OF CONTENTS

CALENDARS	4, 5
FOUNDERS AND HEADMASTERS	6
TRUSTEES	7, 8
FACULTY	9
ADMINISTRATIVE DEPARTMENTS AND OFFICERS	17
PURPOSE OF PHILLIPS ACADEMY	20
HISTORICAL SKETCH	21
COURSE OF STUDY	24
Diploma Requirements	25
The Normal Four-Year Program	26
GENERAL INFORMATION	29
Plan of Residence and Eating	29
Faculty Counsellors	29
Religion	30
Cultural Opportunities	31
Library	32
Art Gallery	33
Archaeology Foundation	35
Sanctuary	35
Student Activities	36
Athletics and Physical Education	40
Health Supervision	41
Daily Schedule	43
Work Program	43
Grades and Reports	44
Discipline	44
Out-of-Town Excuses	45
Room Equipment and Clothing	45
College Admissions — Class of 1959	46

PHILLIPS ACADEMY

Financial	47
Tuition Charges	47
Breakage Deposit	48
Medical Insurance Program	48
"Extras"	50
Spending Money	50
Scholarship Aid	50
Summer Session	51
PICTURES OF THE ACADEMY	after 32
ADMISSIONS	53
General Policy	53
Procedure in Applying	54
Application Forms	54
Personal Interview	54
Letters of Recommendation	55
Boy's Personal Letter	55
Admission Tests	55
Action and Deposit	56
Placement Examinations	57
Entrance Examinations, Preparation for	57
Room Assignment and Matriculation Notices	58
Requirements for Each Class	58
DESCRIPTION OF COURSES	61
PRIZES	81
SCHOLARSHIP FUNDS	92
ANNUAL GIFT SCHOLARSHIPS	99
ALUMNI REPRESENTATIVES	100
STUDENTS 1959-60	107
Geographical Representation	107
Classification	107
Names	107
INDEX	124
PRELIMINARY APPLICATION BLANK	129

1960

1961

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CALENDAR

SCHOOL YEAR 1959-1960

Fall term begins.....Monday, September 14, 1959
Mid-term Rating.....Wednesday, October 28
Fall term ends.....Thursday, December 17

CHRISTMAS RECESS—19 days

Winter term begins.....8:30 P.M., Tuesday, January 5, 1960
Mid-term Rating.....Saturday, February 6
Long week end.....Friday-Sunday, February 12-14
Winter term ends.....Friday, March 11
College Board examinations.....Saturday, March 12

SPRING RECESS—19 days

Spring term begins.....8:30 P.M., Wednesday, March 30
Mid-term Rating.....Wednesday, April 27
Spring Prom week end.....Friday-Sunday, May 6-8
Examinations end.....Thursday, June 2
Commencement.....Friday, June 3

SUMMER SESSION—1960

Summer session begins.....Tuesday, June 21
Summer session ends.....Wednesday, August 17

SCHOOL YEAR—1960-1961

Fall term begins.....Monday, September 19, 1960
Fall term ends.....Thursday, December 15

CHRISTMAS RECESS—19 days

Winter term begins.....8:30 P.M., Tuesday, January 3, 1961
Winter term ends.....Friday, March 17

SPRING RECESS—19 days

Spring term begins.....8:30 P.M., Wednesday, April 5
Examinations end.....Thursday, June 8
Commencement.....Friday, June 9 (tentative)

SUMMER SESSION—1961

Summer session begins.....Tuesday, June 27
Summer session ends.....Wednesday, August 23

PHILLIPS ACADEMY

Founded in 1778 by

Samuel Phillips

John Phillips, LL.D.

Samuel Phillips, Jr.

CONSTITUTION AND DEED OF TRUST SIGNED	April 21, 1778
SCHOOL OPENED	April 30, 1778
ACT OF INCORPORATION	October 4, 1780

HEADMASTERS

ELIPHALET PEARSON, LL.D.	1778—1786
EBENEZER PEMBERTON, LL.D.	1786—1793
MARK NEWMAN, A.M.	1794—1809
JOHN ADAMS, LL.D.	1810—1833
OSGOOD JOHNSON, A.M.	1833—1837
SAMUEL H. TAYLOR, LL.D.	1837—1871
FREDERIC W. TILTON, A.M.	1871—1873
CECIL F. P. BANCROFT, PH.D., L.H.D., LL.D.	1873—1901
ALFRED E. STEARNS, LITT.D., L.H.D., LL.D.	1903—1933
CLAUDE M. FUESS, PH.D., LITT.D., L.H.D., LL.D.	1933—1948
JOHN M. KEMPER, A.M., L.H.D., LITT.D.	1948—

PHILLIPS ACADEMY

TRUSTEES

PRESIDENT

HENRY WISE HOBSON '10, D.D., LL.D. CINCINNATI, OHIO
Elected 1937, President since 1947

CLERK

JOHN MASON KEMPER, L.H.D., Litt.D. ANDOVER
Elected 1948

JAMES PHINNEY BAXTER, III '10, Ph.D., Litt.D., L.H.D.,
D.Sc., LL.D.
Elected 1942 WILLIAMSTOWN

CHAUNCEY BREWSTER GARVER '04, LL.B.
Elected 1947 NEW YORK, N. Y.

JOHN PETERS STEVENS, JR. '15, A.B. PLAINFIELD, N. J.
Elected 1948

CHARLES STAFFORD GAGE '21, A.M.
Elected 1952 NEW HAVEN, CONN.

ROBERT MERRIMAN KIMBALL '29, S.B. WABAN
Elected 1952

BROMWELL AULT '18, S.B. NEW YORK, N. Y.
Elected 1953

SUMNER SMITH '08, A.B. LINCOLN
Elected 1956

FREDERICK GOODRICH CRANE '15, A.B. DALTON
Elected 1957

PHILLIPS ACADEMY

DONALD HOLMAN McLEAN, JR. '28, LL.B.

Elected 1958

SUMMIT, N. J.

JOHN USHER MONRO '30, A.B.

Elected 1958

WINCHESTER

THOMAS LEE PERKINS '24, L.B.

Elected 1959

RYE, N. Y.

ALUMNI TRUSTEES

BENJAMIN ALLEN ROWLAND '28, M.B.A.

Elected 1957 for three years

ANDOVER

WILLIAM BUTTS MACOMBER, JR. '40, LL.B., A.M.

Elected 1958 for three years

WASHINGTON, D. C.

JAMES ALEXANDER SMITH '18, PH.B. NEW YORK, N. Y.

Elected 1959 for three years

THOMAS ATKINS KELLY '39, M.B.A.

Ex Officio for one year as President
of the Alumni Association

FLOSSMOOR, ILL.

RECORDING SECRETARY

M. LAWRENCE SHIELDS, A.B.

Appointed 1954

MARBLEHEAD

TRUSTEES EMERITI

PHILIP LORING REED '02

1933-1958

DEDHAM

FRANCIS ABBOT GOODHUE '02, A.B.

1935-1958

HEWLETT, L. I., N. Y.

PHILLIPS ACADEMY

FACULTY

JOHN MASON KEMPER, A.M., L.H.D., LITT.D. <i>Headmaster</i>	Elected 1948
CLAUDE MOORE FUESS, Ph.D., Litt.D., L.H.D., LL.D. <i>Headmaster, Emeritus</i>	Chestnut Hill 1908-1948
FRANK O'BRIEN, A.B. <i>Instructor in English, Emeritus</i>	Andover 1910-1942
GEORGE FRANKLIN FRENCH, A.M. <i>Instructor in French, Emeritus</i>	Andover 1907-1944
LESTER EDWARD LYNDE, A.M. <i>Dean, Emeritus</i>	Andover 1901-1944
FREDERICK MAY BOYCE, A.M. <i>Instructor in Physics, Emeritus</i>	Barrington, R. I. 1909-1948
OSWALD TOWER, A.B. <i>Dean and Instructor in Mathematics, Emeritus</i>	Andover 1910-1949
RAY ARTHUR SHEPARD, S.B. <i>Director of Physical Education, Emeritus</i>	Gardiner, Maine 1919-1949
ALICE THACHER WHITNEY <i>Recorder, Emerita</i>	Andover 1902-1950
LESTER CHARLES NEWTON, A.M. <i>Instructor in French and German, Emeritus</i>	Andover 1918-1952
HENRY PRESTON KELLEY, A.M. <i>Instructor in Spanish, Emeritus</i>	Pepperell 1918-28, 1935-1952
MONTVILLE ELLSWORTH PECK <i>Instructor in Physical Education, Emeritus</i>	North Bridgton, Me. 1916-1955
GUY JOHNSON FORBUSH, A.B. <i>Instructor in French, Emeritus</i>	Andover 1917-1920, 1924-1955

PHILLIPS ACADEMY

FRANK MAY BENTON, A.B.	Groton
<i>Instructor in Latin, Emeritus</i>	1918-1958

ARTHUR BURR DARLING, Ph.D.	Washington, D. C.
<i>Instructor in History, Emeritus</i>	1917-1918, 1933-1958

DOUGLAS MANSOR DUNBAR, A.M.	Andover
<i>Instructor in Mathematics, German, and Bible, Emeritus</i>	1942-1958

EVAN ALBERT NASON, A.B.	Harpers Ferry, W. Va.
<i>Instructor in Mathematics, Emeritus</i>	1942-1959

ROSCOE EDWIN EVERETT DAKE, S.B.	Appointed 1921
<i>Instructor in Chemistry on the Donner Teaching Endowment</i>	

JOHN SEDGWICK BARSS, A.M.	Appointed 1923
<i>Instructor in Physics on the Ammi Wright Lancashire Foundation</i>	

M. LAWRENCE SHIELDS, A.B.	Appointed 1923
<i>Secretary of the Academy</i>	

ALAN ROGERS BLACKMER, A.M., L.H.D.	Appointed 1925
<i>Dean of the Faculty</i>	

KENNETH SMITH MINARD, A.M.	Appointed 1928
<i>Instructor in History</i>	

GEORGE KNIGHT SANBORN, S.B.	Appointed 1928
<i>Instructor in Biology</i>	

EMORY SHELBY BASFORD, A.B.	Appointed 1929
<i>Instructor in English on the Alfred Lawrence Ripley Foundation</i>	

ALFRED GRAHAM BALDWIN, D.D.	Appointed 1930
<i>Instructor in Religion and Social Problems on the Martha Cochran Foundation</i>	
<i>School Minister</i>	

ROBERT EDWARD MAYNARD, S.B.	Appointed 1931
<i>Instructor in Mathematics</i>	

LEONARD FRANK JAMES, A.M.	Appointed 1932
<i>Instructor in History on the Cecil F. P. Bancroft Foundation</i>	

PHILLIPS ACADEMY

GEORGE GRENVILLE BENEDICT, A.M. 1930-32, re-appointed 1933 <i>Dean of Students</i>	
DOUGLAS SWAIN BYERS, A.M. <i>Instructor in Anthropology</i>	Appointed 1933
BARTLETT HARDING HAYES, JR., A.B. <i>Instructor in Art</i>	Appointed 1933
ROGER WOLCOTT HIGGINS, A.M. <i>Instructor in English</i>	Appointed 1933
JAMES RUTHVEN ADRIANCE, A.B. <i>Assistant to the Headmaster</i>	Appointed 1934
ALSTON HURD CHASE, Ph.D. <i>Instructor in Greek and Latin on the Samuel Harvey Taylor Foundation</i>	Appointed 1934
NORWOOD PENROSE HALLOWELL, JR., A.B. <i>Instructor in English</i>	Appointed 1934
FRANK FREDERICK DICLEMENTE, S.B. <i>Instructor in Physical Education</i>	Appointed 1935
JAMES HOOPER GREW, D. ès L. <i>Instructor in French on the Elizabeth Milbank Anderson Foundation</i>	Appointed 1935
*FREDERICK SCOULLER ALLIS, JR., A.M. <i>Instructor in History</i>	Appointed 1936
*CHESTER ARCHIBALD COCHRAN, A.M. <i>Instructor in French</i>	Appointed 1936
FREDERICK JOHNSON, S.B. <i>Instructor in Archaeology</i>	Appointed 1936
STEPHEN STANLEY SOROTA, S.B. <i>Instructor in Physical Education</i>	Appointed 1936
STEPHEN WHITNEY, A.M. <i>Instructor in French</i>	Appointed 1936
FLOYD THURSTON HUMPHRIES, A.B. <i>Instructor in French on the Jonathan French Foundation Director of the Bureau of Self-Help</i>	Appointed 1937
HART DAY LEAVITT, A.B. <i>Instructor in English</i>	Appointed 1937

*On leave of absence.

PHILLIPS ACADEMY

MILES STURDIVANT MALONE, Ph.D. <i>Instructor in History</i>	Appointed 1937
WILLIAM HAYES BROWN, A.M. <i>Instructor in English</i>	Appointed 1938
RICHARD SAWYER PIETERS, A.M. <i>Instructor in Mathematics on the Alfred Ernest Stearns Foundation</i>	Appointed 1938
ROBERT WHITTEMORE SIDES, A.B. <i>Instructor in Mathematics</i> <i>Director of Admissions</i>	Appointed 1938
JOHN BROMHAM HAWES, Ed.M. <i>Instructor in English</i>	1933-1936, re-appointed 1939
JOHN KINGSBURY COLBY, A.M. <i>Instructor in Latin</i>	Appointed 1940
*HARPER FOLLANSBEE, Ed.M. <i>Instructor in Biology</i>	Appointed 1940
WALTER GIERASCH, A.B. <i>Instructor in English</i>	Appointed 1941
DUDLEY FITTS, A.B. <i>Instructor in English on the Emilie Belden Cochran Foundation</i>	Appointed 1941
FRANCIS BERTRAND MCCARTHY, A.B. <i>Instructor in English</i>	Appointed 1941
ROBERT BATES TAYLOR, A.M. <i>Instructor in Spanish</i>	Appointed 1943
ELBERT COOK WEAVER, A.M. <i>Instructor in Chemistry on the George Peabody Foundation</i>	Appointed 1943
CORNELIUS GORDON SCHUYLER BANTA, S.B. <i>Instructor in Mathematics</i>	Appointed 1944
JOSEPH RITTENHOUSE WEIR DODGE, A.M. <i>Instructor in English</i>	Appointed 1944

*On leave of absence.

PHILLIPS ACADEMY

ALEXANDER DUNNETT GIBSON, A.M. <i>Instructor in French</i>	Appointed 1944
FREDERICK ALMOND PETERSON, A.M. <i>Instructor in English</i>	Appointed 1946
ALLAN GEORGE GILLINGHAM, Ph.D. <i>Instructor in Latin and Greek on the John Charles Phillips Foundation</i>	Appointed 1947
PETER QUACKENBUSH MCKEE, Ed.M. <i>Instructor in Physics</i>	Appointed 1947
DONALD EMERY MERRIAM, A.M. <i>Instructor in Spanish and French</i>	Appointed 1947
GORDON GILMORE BENSLEY, A.B. <i>Instructor in Art</i>	Appointed 1949
JOHN RICHARD LUX, S.B. <i>Instructor in Mathematics</i>	Appointed 1949
*WILLIAM LOUIS SCHNEIDER, Mus. Ed. B. <i>Instructor in Music</i>	Appointed 1949
WILLIAM RUSSELL BENNETT, JR., A.B. <i>Assistant Dean of Students</i>	Appointed 1950
WILLIAM JOHN BUEHNER, A.M. <i>Instructor in Latin</i>	Appointed 1950
SIMEON HYDE, JR., A.M. <i>Instructor in English</i>	Appointed 1950
REAGH CLINTON WETMORE, M.P.E. <i>Instructor in Anatomy, Chemistry, and Physical Education</i>	Appointed 1950
WALTER F. W. LOHNES, A.M. <i>Instructor in German</i>	Appointed 1951

*On leave of absence.

PHILLIPS ACADEMY

HENRY WARING SCHERESCHEWSKY, A.B. <i>Comptroller</i>	Appointed 1951
FREDERIC ANNESS STOTT, A.B. <i>Director of Development</i>	Appointed 1951
PHILIP BROWNLIE WELD, B.E. <i>Instructor in Chemistry</i>	Appointed 1951
WILLIAM FRANKLIN GRAHAM, S.B. <i>Instructor in Mathematics</i> <i>Excusing Officer</i>	Appointed 1952
FRED HAROLD HARRISON, A.M. <i>Instructor in English and Physical Education</i>	Appointed 1952
JOHN CLAIBORNE McCLEMENT, Ed.M. <i>Instructor in Mathematics</i>	Appointed 1952
JOSHUA LEWIS MINER, III, A.B. <i>Instructor in Physics and Science</i> <i>Admissions Officer</i>	Appointed 1952
JAMES HAROLD COUCH, A.M. <i>Instructor in Spanish</i>	Appointed 1953
SHERMAN FREDERICK DRAKE, S.B. <i>Instructor in Mathematics</i>	Appointed 1953
WALTER GEORGE GREENALL, JR., A.B. <i>Bursar</i>	Appointed 1953
EDMOND EMERSON HAMMOND, JR., Sc.M. <i>Instructor in Mathematics, Physics, and Chemistry</i>	Appointed 1953
LOUIS JOHN HOITSMA, JR., Ed.M. <i>Instructor in Mathematics</i>	Appointed 1953
ROBERT PENNIMAN HULBURD, A.M. <i>Instructor in German</i>	Appointed 1953
*DALTON HUNTER McBEE, A.B. <i>Instructor in English</i>	Appointed 1953
DONALD MILLER CLARK, M.D. <i>Medical Director</i>	Appointed 1954

*On leave of absence.

PHILLIPS ACADEMY

HARFORD WILLING HARE POWEL, JR., A.M. <i>Instructor in English</i>	Appointed 1954
ALBERT KARL ROEHRIG, Ed.M. <i>Instructor in English</i>	Appointed 1954
ROBERT EDWIN LANE, A.M. <i>Instructor in Latin and Russian</i>	Appointed 1955
THOMAS MICHAEL MIKULA, A.M. <i>Instructor in Mathematics</i>	Appointed 1955
HAROLD HOLMES OWEN, JR., A.M. <i>Instructor in English</i>	Appointed 1955
THOMAS JOSEPH REGAN, A.M. <i>Instructor in English</i>	Appointed 1955
WILLIAM BIGGS CLIFT, JR., B.S.M. <i>Instructor in Music</i>	Appointed 1956
FRANK MCCORD ECCLES, S.B. <i>Instructor in Mathematics and Physics</i>	Appointed 1956
BRENDAN JOHN FARRINGTON, A.B. <i>Alumni Secretary, Director of Public Relations</i>	Appointed 1956
RICHARD VALENTINE HEALY <i>Director of Physical Plant</i>	Appointed 1956
JOHN WARD KIMBALL, A.B. <i>Instructor in Biology</i>	Appointed 1956
KARL CADEM LEMP, A.B., L.L.B. <i>Instructor in Greek and Latin</i>	Appointed 1956
DAVID MELVILLE PYNCHON, A.B. <i>Instructor in English</i>	Appointed 1956
HARRISON SCHUYLER ROYCE, JR., M.I.A. <i>Instructor in History</i>	Appointed 1956
CAMILLE BAUER, Professeur agrégé <i>Instructor in French and German</i>	Appointed 1957
LOUIS GARLAND DAVIS, Mus.M. <i>Instructor in Voice and Public Speaking</i>	Appointed 1957
CHARLES FREDERICK DEY, A.B., M.A.T. <i>Instructor in History</i>	Appointed 1957

PHILLIPS ACADEMY

GERALD DENTON FERRIS, A.M. <i>Instructor in French</i>	Appointed 1957
GERALD SHERTZER, M.F.A. <i>Instructor in Art</i>	Appointed 1957
GEORGE WILLIAM BEST, S.B. <i>Instructor in Mathematics</i>	Appointed 1958
THOMAS LEROY HANKINS, S.B. <i>Instructor in Science</i>	Appointed 1958
RICHARD KENNERLY MARSHALL, A.M. <i>Instructor in Latin</i>	Appointed 1958
CLEMENT MORELL, A.M. <i>Instructor in Mathematics</i>	Appointed 1958
FREDERICK ARNOLD PEASE, JR., B.D. <i>Instructor in Religion</i>	Appointed 1958
JACQUES GEORGE TALLOT, Professeur agrégé <i>Instructor in French</i>	Appointed 1958
EDWARD CARLOS CARTER, II, A.M. <i>Instructor in History</i>	Appointed 1959
PHILIP MASON DUBOIS, A.B. <i>Instructor in Physics</i>	Appointed 1959
GORDON EPPERSON, Mus.M. <i>Instructor in Music</i>	Appointed 1959
JAMES MELVILLE MCGLATHERY, A.M. <i>Instructor in German</i>	Appointed 1959
JOHN RICHARDS, II, A.B. <i>Instructor in History</i>	Appointed 1959
EDWARD SHIPPING WILLING, JR., A.M. <i>Instructor in Biology</i>	Appointed 1959
BRUCE BURGESS, A.B. <i>Teaching Fellow in English</i>	Appointed 1959
GEORGE WEIMER DICKERSON, A.B. <i>Teaching Fellow in Latin</i>	Appointed 1959
WILLIAM CLYDE SCOTT, A.B. <i>Teaching Fellow in Latin</i>	Appointed 1959
PETER OSBORNE WILLAUER, A.B. <i>Teaching Fellow in Mathematics</i>	Appointed 1959

PHILLIPS ACADEMY

ADMINISTRATIVE DEPARTMENTS

Correspondence with administrative officers should be addressed to them at George Washington Hall. Office hours: week days, 9:00 a.m. to 12:00 and (except Saturday) 2:00 p.m. to 5:00 p.m. Offices are closed on Saturday during the summer. Appointments should be made in advance if possible. For information, call or see Miss Meredith Thiras, Receptionist (telephone GREENleaf 5-3400), during office hours.

HEADMASTER'S OFFICE

JOHN MASON KEMPER, L.H.D., Litt.D., *Headmaster*
MRS. AMY R. ROBINSON, *Secretary to the Headmaster*

ADMISSIONS OFFICE

ROBERT WHITTEMORE SIDES, A.B., *Director of Admissions*
JOSHUA LEWIS MINER, III, A.B., *Admissions Officer*
HARPER FOLLANSBEE, STEPHEN WHITNEY, *Interviewing Officers*
MRS. RETA C. SEMPLE, *Secretary to the Director*

OFFICE OF THE DEAN OF THE FACULTY

ALAN ROGERS BLACKMER, A.M., L.H.D., *Dean of the Faculty*

OFFICE OF THE DEAN OF STUDENTS

GEORGE GRENVILLE BENEDICT, A.M., *Dean of Students*
WILLIAM RUSSELL BENNETT, JR., A.B., *Assistant Dean of Students*
WILLIAM FRANKLIN GRAHAM, S.B., *Excusing Officer*
RUTH M. WHITEHILL, *Secretary*
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FLOYD THURSTON HUMPHRIES, A.B., *Director of the Bureau of Self-Help*

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RICHARD VALENTINE HEALY, *Director of Physical Plant*
MARION E. HILL, *Assistant Bursar*
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PHILLIPS ACADEMY

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MRS. RUTH A. WHITE, *Secretary*

OFFICE OF THE ASSISTANT TO THE HEADMASTER

JAMES RUTHVEN ADRIANCE, A.B., *Assistant to the Headmaster*

ALUMNI AND PUBLIC RELATIONS OFFICE

BRENDAN JOHN FARRINGTON, A.B., *Alumni Secretary, Director of the Alumni Fund,
and Director of Public Relations*

DEVELOPMENT OFFICE

FREDERIC ANNESS STOTT, A.B., *Director of Development*

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MICHAEL ANGELO GRAVALLESE, M.D., *Associate School Physician*

JOSEPH THOMAS McNALLY, M.D., *Internal Medicine*

NICHOLAS D. RIZZO, M.D., *Consulting Psychiatrist*

ALBERT KARL ROEHRIG, A.B., *Psychologist*

MRS. VERA B. WESTOVER, *Administrator*

EILEEN A. HALL, *Medical Secretary*

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ROBERT J. JOPLIN, M.D., *Orthopedist*

JOHN JOSEPH LORENTZ, M.D., *Physical Medicine and Rehabilitation*

JOHN PAUL HOLIHAN, M.D., *Anesthesiologist*

MILTON D. HOWARD, M.D., *Pathologist*

DOUGLAS MALCOLM DUNBAR, D.D.S., *Senior Dentist*

HERMAN DEWILDE, M.D., D.M.D., *Associate Dentist*

C. PAUL BONIN, D.M.D., *Orthodontist*

MRS. HEDWIG HITSCHMANN, *Speech Therapist*

OLIVER WENDELL HOLMES LIBRARY

ELIZABETH EADES, A.B., S.B., *Librarian*

MRS. DOROTHY B. BLOOM, S.B., *Cataloguer*

BARBARA McDONNELL, A.B., S.B., *Reference Librarian*

MRS. MARGARET B. TOWNE, *Assistant in the Library*

ADDISON GALLERY OF AMERICAN ART

BARTLETT H. HAYES, JR., *Director*

ANTOINETTE THIRAS, *Secretary and Registrar*

PHILLIPS ACADEMY

ROBERT S. PEABODY FOUNDATION FOR ARCHAEOLOGY

DOUGLAS S. BYERS, A.M., *Director*

FREDERICK JOHNSON, S.B., *Curator*

ALFRED V. KIDDER, Ph.D., *Research Associate in Southwestern Archaeology*

DEPARTMENT OF PHYSICAL EDUCATION AND ATHLETICS

FRED HAROLD HARRISON, A.M., *Director of Physical Education and Athletics*

FRANK FREDERICK DICLEMENTE, S.B., *Instructor in Physical Education*

STEPHEN STANLEY SOROTA, S.B., *Instructor in Physical Education*

REAGH CLINTON WETMORE, M.P.E., *Instructor in Physical Education*

JOHN FRANK BRONK, *Assistant in the Department of Athletics and Trainer*

DEPARTMENT OF MUSIC

WILLIAM LOUIS SCHNEIDER, Mus.Ed.B., *Chairman and Instructor in Stringed Instruments*

LORENE BANTA, Ph.D., *Instructor in Organ*

WILLIAM CLIFT, Mus.B., *Instructor in Brass Instruments*

LOUIS GARLAND DAVIS, M.Mus., *Instructor in Voice*

GORDON EPPERSON, Mus.M., *Instructor in Stringed Instruments*

MARYAN MCCLELLAND, *Instructor in Cello*

ALBION METCALF, *Instructor in Piano*

ROLAND MOORE, *Instructor in Guitar and Stringed Bass*

ROBERT PIERCE, Mus.B., *Instructor in French Horn*

FELIX VISCUGLIA, *Instructor in Woodwind Instruments*

DEPARTMENT OF LANGUAGE TRAINING

MRS. RETA V. BUCHAN, *Associate in Language Training*

MRS. MARY I. BORDEN, *Assistant in Language Training*

MRS. CHARLOTTE WILSON, *Assistant in Language Training*

MONCRIEFF COCHRAN SANCTUARY

GEORGE KNIGHT SANBORN, S.B., *Warden*

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ARCHAEOLOGY

ART

ATHLETICS

BIOLOGY

CHEMISTRY

CLASSICS

ENGLISH

FRENCH

GERMAN

HISTORY

MATHEMATICS

MUSIC

PHYSICS

RELIGION

SPANISH

DOUGLAS SWAIN BYERS, A.M.

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FRED HAROLD HARRISON, A.M.

HARPER FOLLANSBEE, Ed.M.

ROSCOE EDWIN EVERETT DAKE, S.B.

ALSTON HURD CHASE, Ph.D.

EMORY SHELBY BASFORD, A.B.

JAMES HOOPER GREW, D. è L.

WALTER F. W. LOHNES, A.M.

LEONARD FRANK JAMES, A.M.

RICHARD SAWYER PIETERS, A.M.

WILLIAM LOUIS SCHNEIDER, Mus. Ed. B.

JOHN SEDGWICK BARSS, A.M.

ALFRED GRAHAM BALDWIN, D.D.

ROBERT BATES TAYLOR, A.M.

PURPOSE OF PHILLIPS ACADEMY

The purpose of Phillips Academy is to teach "the great end and real business of living," according to its Constitution signed in 1778. Adapted to conditions of modern life, the aim of the Academy remains essentially the same: to intensify and broaden the capacities of its students that they may go out into a larger world with trained minds and bodies, adequate cultural resources, high personal ideals, and a sense of responsibility to society.

Phillips Academy is dedicated to sound scholarship. It endeavors first of all to stimulate in its students a worthwhile curiosity about things of the mind, to induce in them a desire to educate themselves. It fosters the development of discriminating judgment and independence of thought. And through varied work in literature, music, and the arts, creative as well as appreciative, Andover tries to cultivate the imaginations and emotions of its boys.

By long tradition Andover believes in a type of education that makes boys resourceful, self-reliant, and independent. And Andover believes equally in the value of student representation from all parts of the country and of the world and from all walks of life. To these boys it offers in ample degree a necessary intellectual and moral discipline, while motivated in its aims by a faith that friendly encouragement and sympathy are the best incentives to solid accomplishment.

From its inception Andover has had as a primary aim the development of character. It promotes the ideals of personal integrity and unselfish service which give point and direction to its whole educational policy. Its religious life is a vital force in the school community.

Phillips Academy is a liberal, modern school with an ancient tradition. It values the benefits passed on to it by many generations. It has contributed to the development of thousands of men directly, and indirectly to numberless facets of our national life. Thankful for its history, Andover focuses on the present and on the future. Training American boys for service and leadership requires a flexible spirit that will test and try the new while treasuring the riches passed on from the past.

PHILLIPS ACADEMY

HISTORICAL SKETCH

PHILLIPS ACADEMY is situated at Andover, in the County of Essex, Massachusetts. The Constitution and original deed of gift of the Academy was signed April 21, 1778, by Esquire Samuel Phillips, of the north parish of Andover, and his brother, John Phillips, LL.D., of Exeter, New Hampshire, in the presence, and largely at the instance, of Samuel Phillips, Jr. (then but twenty-six years old), afterward judge of the Court of Common Pleas for Essex County, president of the Massachusetts Senate, and lieutenant governor of the Commonwealth. By this act the Trustees of Phillips Academy became owners of the land in the south parish of Andover on which the chief buildings of the school now stand, together with other endowment comprising further lands and the sum of one thousand six hundred and fourteen pounds. Two years later, on October 4, 1780, the school was incorporated by the Act of Incorporation passed by the General Court of Massachusetts, signed by John Hancock.

The Constitution was written by Samuel Phillips, Jr., with the advice and aid of his friend, Eliphalet Pearson, who became first Master. The following passages are characteristic:

A serious consideration of the premises, and an observation of the growing neglect of *youth*, have excited in us a painful anxiety for the event, and determined us to make, in the following Conveyance, a humble dedication to our Heavenly Benefactor of the ability, wherewith he hath blessed us, to lay the foundation of a public free School or Academy for the purpose of instructing Youth, not only in English and Latin Grammar, Writing, Arithmetic, and those Sciences, wherein they are commonly taught, but more especially to learn them the *great end and real business of living*.

The Master is to give special attention to the health of the scholars, and ever to urge the importance of a habit of industry.

But above all, it is expected that the Master's attention to the disposition of the *minds* and *morals* of the youth under his charge will exceed every other care; well considering that, though goodness without knowledge (as it respects others), is weak and feeble, yet knowledge without goodness is dangerous, and that both united form the noblest character, and lay the surest foundation of usefulness to mankind.

PHILLIPS ACADEMY

This Seminary shall be ever equally open to youth of requisite qualifications from every quarter.

And, in order to prevent the smallest perversion of the true intent of this Foundation, it is again declared, that the *first* and principal object of this Institution is the promotion of true Piety and Virtue; the *second*, instruction in the English, Latin, and Greek languages, together with Writing, Arithmetic, Music, and the Art of Speaking; the *third*, practical Geometry, Logic, and Geography; and the *fourth*, such other of the Liberal Arts and Sciences or Languages as opportunity and ability may hereafter admit, and as the Trustees shall direct.

Phillips Academy was opened for instruction April 30, 1778, in a building which had earlier been used as a carpenter's shop. The first preceptor was Eliphalet Pearson (1778-1786), a stimulating teacher and stern disciplinarian, who established high standards of instruction. Shortly before he resigned to become professor at Harvard College, a new and larger schoolhouse was built. On November 5, 1789, George Washington, President of the United States, visited Andover and addressed the students assembled on the Old Training Field.

The fourth principal, John Adams, raised the repute of the school, increased the attendance, and enlarged the number of teachers. During his term as principal, the second schoolhouse was burned, on January 28, 1818, and a new brick Academy designed by the famous architect Charles Bulfinch was erected within a year. This "classic hall," described in Oliver Wendell Holmes's centennial poem, "The School-Boy," is still in use.

The modern period of the school's history was ushered in in 1873 with the election of Cecil F. P. Bancroft, a man of foresight and clear vision, patience and shrewd discrimination, who was principal until his death in 1901. Under Dr. Bancroft's administration, attendance increased from 262 to over 400 pupils and since then has never dropped below that figure.

Dr. Bancroft was succeeded in 1902 by Alfred E. Stearns. The purchase in 1908 of the lands and buildings of the Andover Theological Seminary greatly increased the resources of the Academy and made possible new development. In the late 1920's

PHILLIPS ACADEMY

and in the 1930's the school took its present form under a building and landscaping program made possible by the generosity of Thomas Cochran, other alumni, and friends of the school.

Under the administration of Claude M. Fuess, Headmaster from 1933 to 1948, the faculty was greatly enlarged and strengthened, the curriculum was revised, a number of buildings were added, and (in 1942) the Andover Summer Session was begun. In World War II Andover men served in each of the services, and 143 gave their lives. During much of the war Henry L. Stimson served as president of the Trustees as well as Secretary of War.

John M. Kemper was elected Headmaster in 1948. Since then, athletic facilities have been greatly increased, particularly by the construction of the Memorial Gymnasium and the Sumner Smith Hockey Rink. Two new dormitories of advanced design were completed in 1958. The endowment has grown from eleven to twenty-one million, and attendance has increased from 725 to 789. The curriculum has been revised to provide increased flexibility. In 1952-1953, under Andover leadership and with a grant from the Ford Foundation, the important study, *General Education in School and College*, was completed. It has since led many institutions to encourage advanced standing in college and has resulted in the introduction into the Andover curriculum of new, advanced, college-level courses. In 1955, in response to the national teacher shortage, the school inaugurated the Andover Teaching Fellow Program to recruit and train young men for teaching.

Three recent decisions have been of significance in the development of the modern Andover. One was the decision to admit each year the best 250 candidates regardless of their ability to pay tuition. Another was to increase the tuition to support increases in faculty pensions and salaries. A third was to permit the school to continue its moderate, healthy growth to 850, the capacity of the Meeting Room, Chapel, Commons, and Gymnasium.

*COURSE OF STUDY

The curriculum of Phillips Academy combines a required core of studies believed to be fundamental to a liberal education and elective courses designed to fit the special needs and interests of the individual student. The total program normally includes four years of English, three years of mathematics, three years of one foreign language, a year of American history, a year of a laboratory science, one course in art or music, one course in the Bible, and four or five additional courses. Instruction is given in all subjects required for entrance to higher institutions, whether liberal arts or technical.

Classroom groups are small enough to permit individual attention, and students are placed in sections fitted to their attainment. Honors and advanced courses offer particularly able and well-prepared students opportunity to progress at a rate commensurate with their ability and ambition. Most departments offer courses beyond the level of preparation for college.

For full membership in a given class, students should have credit for the work of the lower classes or its equivalent. Boys are rated as members of a given class, however, if their deficiencies for full membership in it do not exceed one major course.

Every boy is assigned to a Class Officer, who advises in the selection of courses designed to meet Andover's diploma requirements, college entrance requirements, and the student's particular interests. The Class Officer also recommends such subsequent changes as are necessary or advantageous. It is highly desirable that, before conference with the Class Officer, students and parents acquaint themselves as fully as possible with the Academy's basic requirements and with the possibilities of its flexible program. Also, all applicants, and especially those for the Upper Middle and Senior classes, should familiarize themselves at the

*See pages 61-80 for "Description of Courses."

PHILLIPS ACADEMY

earliest possible date with the entrance requirements of the colleges which they may wish to enter.

Two additional descriptions of the Andover curriculum; namely, "Planning a Program of Studies at Andover" and "The Andover Honors Program", are available upon request.

DIPLOMA REQUIREMENTS

The diploma requirements for students entering Phillips Academy for the full four years are indicated below. Certain modifications are permitted for boys entering after the Junior year (9th grade). The Admissions Office will welcome inquiries concerning specific requirements for such boys.

4 units of English

3 units of mathematics

*3 units of one foreign language, either ancient or modern

1 unit of history, normally American

1 unit of laboratory science

†½ unit of ancient history in the Junior year

†½ unit of elementary science in the Junior year

3 units of elective courses

Bible in the Lower Middle year

Art or Music in the Upper Middle year

An elective minor in the Senior year

In addition, candidates must pass all courses in their Senior year even though they may be ahead in units.

Qualified boys are allowed to substitute a fifth major course for Bible, Art or Music, and the Senior minor elective.

*Two units of each of two foreign languages are permitted under special circumstances.

†Qualified boys may take a second foreign language in place of these two minor courses.

THE NORMAL FOUR-YEAR PROGRAM

Junior Year (9th grade)

English 1	5	periods per week
Mathematics 1	5	" " "
†Foreign Language 1	5	" " "
History 1 (Ancient)	3	" " "
Elementary Science (or a second foreign language replacing history and science)	3	" " "
<hr/>		
Total	21	" " "

Lower Middle Year (10th grade)

English 2	4	periods per week
Mathematics 2	4	" " "
Foreign Language 2	5	" " "
*Elective (major)	4 or 5	" " "
Bible 1	2	" " "
<hr/>		
Total	19-20	" " "

Upper Middle Year (11th grade)

English 3	4	periods per week
Mathematics 3	5	" " "
Foreign Language 3	4	" " "
*Elective (major)	4 or 5	" " "
Art or Music	2	" " "
<hr/>		
Total	19-20	" " "

†Greek, Latin, French, Spanish or German.

*One elective major in the three upper years must be a laboratory science. If a second foreign language was begun in the Junior Year, the elective in the Lower Middle Year must be the second year of that language.

PHILLIPS ACADEMY

Senior Year (12th grade)

English 4	4	periods per week
History 4 (American)	5	" " "
*Elective (major)	4 or 5	" " "
*Elective (major)	4 or 5	" " "
Elective (minor)	2	" " "
<hr/>		
Total	19-21	" " "

*One elective major in the three upper years must be a laboratory science.

Elective Majors

English 5, 5c	†Physics
Greek 1, 2, 3	†Mathematics 4
Latin 1, 2, 3, 4, 5	†Mathematics 5
French 1, 2, 3, 4, 5	Mathematics 6
German 1, 2, 3, 4, 5	†Art Major
Spanish 1, 2, 3, 4, 5	†Music Major
Biology	†Religion
†Chemistry	†History 3 (English)
	‡History 2 (European)

No credit is given for less than a two-year sequence in any foreign language.

Three and four year boys normally may not count both French and Spanish toward the diploma.

†Normally for Upper Middlers and Seniors only

‡Not permitted after the Lower Middle year

PHILLIPS ACADEMY

Elective Minors (ordinarily for Seniors only)

Greek	Instrumental Lessons
Latin	Music Appreciation
French	Trigonometry
German	Mechanical Drawing
Spanish	Navigation
Anatomy	Bible 2
Anthropology	Contemporary Affairs
Chemistry S	Philosophy
Physics S	Public Speaking
Orchestra	Social Problems
Chorus	Studio Art
Concert Band	Advanced Art
Harmony	

Special Courses

Special courses designed to cover the work of two years in one are open to properly qualified Juniors in mathematics, French, and Latin; and, to Seniors, in German, Greek, Russian, and Spanish.

Honors Courses and Advanced Placement

The Andover curriculum offers honors courses in most departments. It also provides special programs in mathematics, Latin, and the modern foreign languages, designed to cover four years' work in three or five years' work in four, and a two-year honors sequence in the physical sciences. The honors programs are open, on invitation of the departments, to especially able and ambitious students.

A large number of Andover seniors take College Board Advanced Placement Tests in May to establish advanced placement in college courses or credit towards the college degree.

GENERAL INFORMATION

PLAN OF RESIDENCE AND EATING

Andover students, for the most part, live together by classes in the Academy dormitories and houses. Each building is under the supervision of the resident faculty housemaster. All boys eat in their own class dining room in The Commons.

Juniors live in Williams Hall and Rockwell House, or in neighboring houses and cottages. Williams Hall, with its annexes, Junior House and Stott Cottage, has recreation facilities for fifty-four Juniors, who occupy single or double rooms. Rockwell House has single rooms and recreation facilities for forty-two Juniors. Juniors are subject to the special regulations and the particularly close supervision found helpful to boys of this age in making a successful transition from home to boarding school life. Carefully selected Senior proctors play an important part in the activities of the various Junior units.

Lower Middlers live in two of the double-entry brick dormitories and in some sixteen smaller houses and cottages, where they receive careful guidance but also enjoy a degree of independence suited to their increased maturity. Senior proctors are in residence in the larger Lower Middle units.

Upper Middlers and Seniors, having learned to profit from relatively great independence and freedom, are housed, with a few exceptions, in large brick dormitories by classes, where they are permitted considerable latitude in the exercise of their daily affairs. In the two newest dormitories, Alfred E. Stearns House and Abbot Stevens House, the resident groups are made up of an approximately equal number of Upper Middlers and Seniors, who live in the same dormitory for their last two years.

FACULTY COUNSELORS

Each Andover student is under the direct charge of a Faculty Counselor, who, for boarding students, is the master of the house in

which the boy lives. He knows intimately the background, the character, and the standing of each of his boys. With such knowledge of a student's individual needs, the Counselor acts as his friendly advisor in all that concerns his welfare and his happiness. The Counselor is usually the member of the Faculty most intimately in touch with the student and his parents.

RELIGION

Phillips Academy is an inter-denominational school whose origin and traditions rest firmly upon a liberal Protestant faith and system of values.

Chapel services on Sunday and weekdays are an integral part of school life. The services on Sunday are usually conducted by the Headmaster and the School Minister. Among the list of visiting preachers invited to Andover during the school year are Headmaster Emeritus Dr. Claude M. Fuess, Rt. Rev. Anson Phelps Stokes, Dr. Herbert Gezork, Rev. Robert Russell Wicks, Bishop G. Bromley Oxnam, Rabbi Morris S. Lazaron, Rev. Howard Thurman, Rev. William Coffin, Rt. Rev. Henry Wise Hobson, Rev. Howard L. Rubendall, Rev. Sidney Lovett.

Attendance at these services is required, although on Sundays boys who prefer to do so may attend services at Protestant or Roman Catholic churches in Andover. A number of times each term arrangements are made by which students of Jewish faith may attend their own services either at the Academy or at a synagogue in the vicinity of Andover.

This arrangement recognizes two sets of values: a close connection of each boy with his own chosen denomination, and a program of worship within the life of the school that emphasizes the common elements in our religious faiths.

In a school made up of students from diverse backgrounds it is not possible to satisfy fully all the special requirements of various sects and denominations. Therefore, no one should apply for ad

PHILLIPS ACADEMY

mission to Andover who feels that the ritualistic practices of his own faith must be literally followed under all circumstances.

In the school's Chapel services effort is directed towards achieving a worship that supports the aspirations and insights of all students while denying to no one the right to hold to his own beliefs. It is hoped that the program will help to develop the boy's devotion to God and his confidence in religion as a source of strength; strengthen his convictions in the rightness of the highest values which our civilization has nurtured; and, at the same time, increase his respect for and understanding of the aspirations of other denominations and creeds.

It is expected that those who enjoy minority religious status as well as those who enjoy majority status will, with equal eagerness, work toward the goals by means of which Phillips Academy endeavors to achieve harmony and unity in diversity.

CULTURAL OPPORTUNITIES

Andover has always demanded a high standard of accomplishment in the prescribed course of study. At the same time, the school believes that a boy's interests should be widened as far as possible beyond the subjects of the curriculum. Through the Oliver Wendell Holmes Library, the Robert S. Peabody Foundation for Archaeology, the Addison Gallery of American Art, the Department of Music, and the Moncrieff Cochran Sanctuary, the boys are given a chance to interest themselves in subjects which may in later life become delightful hobbies or even major pursuits and professions.

A number of distinguished men and women are invited to the Academy each year as lecturers and guest artists. During the season of 1958-59, Mr. George F. Kennan, author and expert on Russo-American affairs, visited the Academy as the first Lana Lobell Lecturer; and Professor Alan Nevins, historian, came to

the school on the Stearns Lectureship. Both visitors addressed the school assembly in George Washington Hall and remained at the Academy long enough to visit classes and conduct several informal conferences with both students and faculty. Other distinguished speakers to appear before the school in 1958-59 were Mr. Harold Howe, Principal of the Newton High School; Professor George Kirk of Harvard; Dr. Leland McKittrick, Harvard Professor of Clinical Surgery; Dr. James Faulkner, Medical Director of M.I.T.; Baron Charles de Panpelonne, French Consul-General in Boston; Professor Amiya Chakravarty of Boston University; Dr. Edward L. Katzenback, Dean of Brandeis University and former Director of Defense Studies at Harvard.

Among the guest artists to appear in George Washington Hall were the Canadian Players, who gave Shaw's *Devil's Disciple*; Carlos Montoya, Flamenco guitarist; the Curtis String Quartet; and Boris Goldovsky, pianist. The thirty-first Sawyer Concert was given by the Kedroff Vocal Quartet, who rendered in the Cochran Chapel a program devoted exclusively to Russian Sacred Music.

THE OLIVER WENDELL HOLMES LIBRARY

The Oliver Wendell Holmes Library (1929) was given by Williams Cochran, class of 1895; Moncrieff M. Cochran, class of 1900; and Louise Cochran Savage. It was named in honor of the poet and physician, a member of the class of 1825.

The early library of Phillips Academy numbered but a few volumes. Some of these are preserved in a separate collection as the Library of 1819, composed for the most part of Latin texts, lexicons, editions of the classics, orations, and sermons. There are over 74,000 volumes today, carefully distributed among the humanities and sciences, catalogued according to the Dewey system with cards from the Library of Congress, and superbly

(Continued after picture section)

NO MAN EVER STEPS IN THE SAME RIVER TWICE

HERACLITUS

The school, like the river, will never be the same.

*Here is the momentary nowness of its flow
imaged in buildings, paths and people
that channel its continuity.*

*Here is the togetherness—and the loneliness;
the moments of effort—and of pause
that mark its turbulence
and intricacy of relationship.*

*To direct the flow,
who shall plan to pave its course, open some way
and build shores adroitly—*

Since the school, like the river, will never be the same?

PATRICK MORGAN



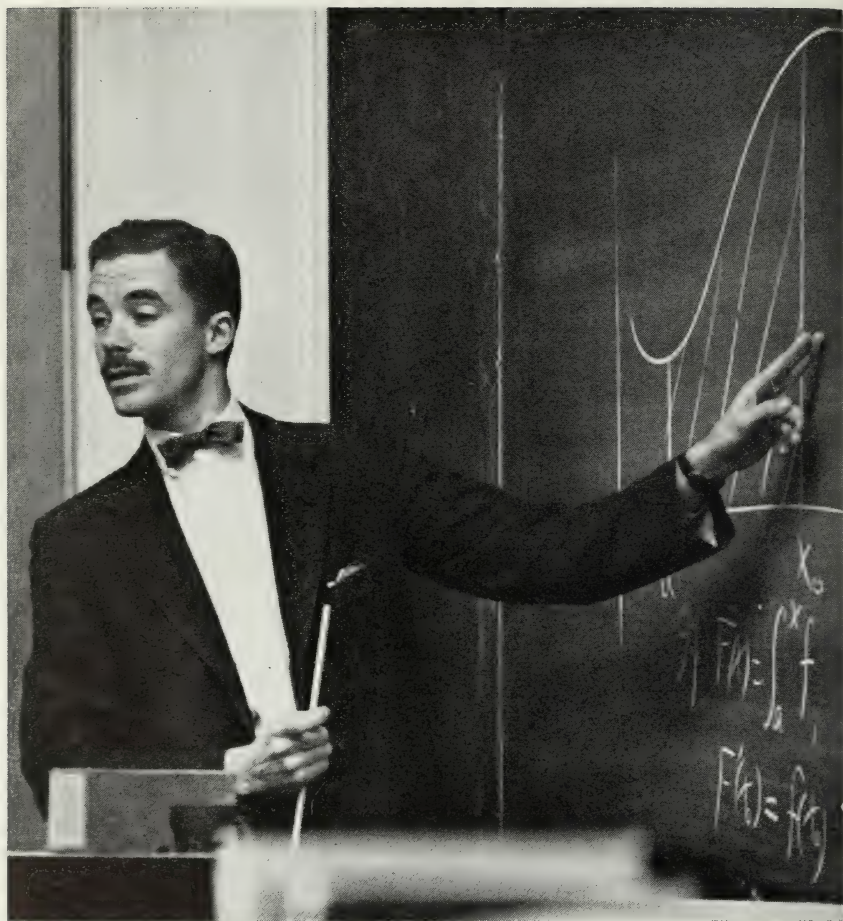
THE MAIN CAMPUS



BARTLET HALL, A DORMITORY (LEFT); AND THE OLIVER WENDELL HOLMES LIBRARY



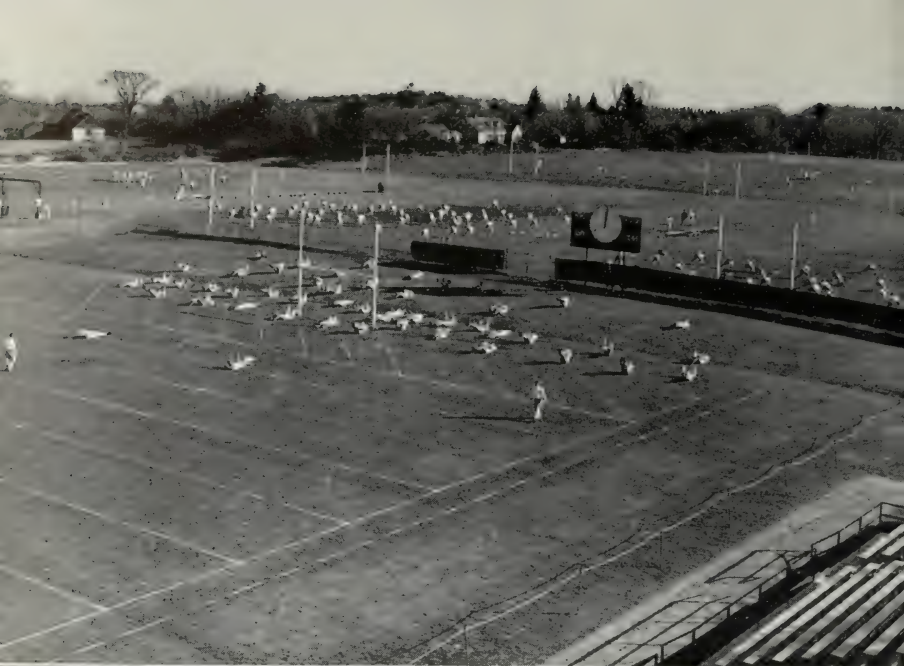




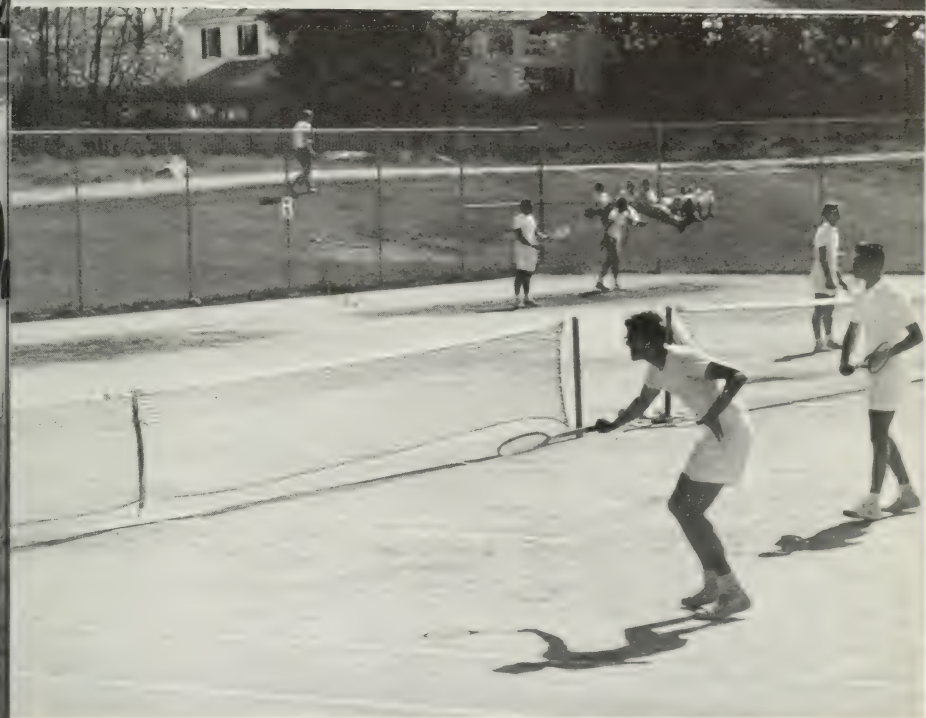
SENIOR MATHEMATICS



BASKETBALL IN THE MEMORIAL GYMNASIUM



A PORTION OF BROTHERS FIELD IN THE FALL



THE SUMNER SMITH ARTIFICIAL-ICE HOCKEY RINK



THE SPRING PROM



BREAKFAST DURING PROM WEEKEND



A MEETING OF THE ADVISORY BOARD WITH THE HEADMASTER

END OF THE SPRING TERM — A DORMITORY PARTY



AFTER SUNDAY CHAPEL





THE HEADMASTER AND THE PRESIDENT OF THE TRUSTEES LEAD THE
COMMENCEMENT PROCESSION



PHILLIPS ACADEMY

housed in a Georgian building equipped with stacks, work-rooms, studios, an exhibit hall, reference and reading rooms, all that goes to make a library complete.

Particular treasures of the Library are an original elephant folio of Audubon's *Birds of America* and contemporary accounts of John Paul Jones, given by Thomas Cochran of the class of 1890; papers and books of the poet, Oliver Wendell Holmes, for whom the Library is named; part of the library of Guy Lowell, architect of many of the Academy's buildings; a notable collection of 259 volumes on English Public Schools; the Mercer Collection on sports; publications by graduates and memorabilia of the Academy; classics given in memory of Allen R. Benner; "O.S.S. Maps" presented by General Donovan; Early Americana given by Nelson S. Taylor of the Class of 1900; an historical map of the Academy by Stuart Travis in the Freeman Room. Rare Vergiliana, gathered by Charles H. Forbes, and a handsomely bound collection of French literature, selected by Charles A. Parmelee, are kept in separate rooms open to all who may be interested.

THE ADDISON GALLERY OF AMERICAN ART

The Addison Gallery of American Art (1930) was established in memory of Mrs. Keturah Addison Cobb, "to enrich permanently the lives of the students of Phillips Academy, by helping to cultivate and foster in them a love for the beautiful." The original gift included important objects of American art with endowment for the maintenance and operation of the building, and a small fund for additional purchases.

It is the aim of the Addison Gallery to serve as a center where Phillips Academy students and outside visitors may develop their cultural interests. To this end, frequent loan exhibitions are held throughout the year. Some are directly related to the courses in the school curriculum; others are of general interest. The in-

PHILLIPS ACADEMY

troductory courses in Art and Drawing and Painting are held in the Gallery, which is also the center of voluntary work during spare time. Closer correlation with other courses is being sought through the collection and circulation of material for classroom exhibitions.

In addition to its activities as a part of Phillips Academy, the Addison Gallery is always open to the general public and offers educational opportunities to schools and organizations in the neighboring communities.

The nucleus of the present collection of American paintings was presented to Phillips Academy in 1928 by several friends of the school. The collection, now including nearly two thousand items, is recognized as one of the outstanding specialized collections in the country. Allston, Copley, Morse, Stuart, West, and others represent the Colonial period. Of especial importance among the many paintings of the nineteenth century are examples by Cole, Doughty, Eakins, Homer, Inness, LaFarge, Ryder, Twachtman, and Whistler. The early part of the present century is shown in the work of such men as Bellows, Davies, Demuth, Hassam, Hopper, Luks, Marin, Prendergast, and Sloan. Recent acquisitions of contemporary paintings, sculpture, prints, and drawings complete an exceptionally well-balanced collection.

Models of American ships, built to uniform scale, are also installed in the Addison Gallery. This collection forms a comprehensive survey of American shipping in the sailing era, with a few examples from the present day. In addition to a collection of 18th Century American silver, that of the James B. Neale bequest, received in 1946, selections of furniture, glass, and pewter of the Colonial period from the Mabel Brady Garvan Collection at Yale University are on permanent exhibition.

Among recent publications of the Addison Gallery are three books: "Layman's Guide to Modern Art," 1949-54; "The Naked Truth and Personal Vision," 1955, and "The American Line,"

PHILLIPS ACADEMY

1959, all based on special exhibits arranged in connection with the Upper Middle course in Art. All are simply written and intended for adult as well as for student readers.

An Art Film Library of some three dozen titles was established in 1954 to service schools and colleges in New England, as well as the Academy community.

THE ROBERT S. PEABODY FOUNDATION FOR ARCHAEOLOGY

The Robert S. Peabody Foundation for Archaeology, established in 1901 by Robert Singleton Peabody, class of 1857, provides a fund for the maintenance of research in archaeology and for the museum, which was opened in 1903. The Foundation has carried on extensive archaeological research in the southeastern states and the Southwest and is continuing such work in New England and the Maritime Provinces.

In the exhibition halls there are to be seen collections from many of the principal Indian archaeological cultures. A decorative map of North America by the late Stuart Travis, concerned with the main culture areas of the continent, is mounted on the stairway. A model of a former Andover Indian village and a model of a portion of the pueblo of Pecos in New Mexico are also on display.

The Foundation offers a two-hour elective course dealing with the life of the Indians and the pre-history of North America.

A library, open to all, offers an opportunity for reading and research in the varied phases of aboriginal American life.

The Foundation has an extensive publication list, which is available at the museum office.

THE MONCRIEFF COCHRAN SANCTUARY

The Moncrieff Cochran Sanctuary is a sixty-five-acre tract adjacent to the campus, ideally located to serve as a center for

PHILLIPS ACADEMY

conservation education as well as a place of beauty for relaxation and enjoyment. Its two ponds attract ducks and geese, and its varied terrain and plant life draw land birds of many species. Landscaped areas planted with dogwood, rhododendron, and azaleas, and natural wild glades where grouse and pheasant nest offer a variety of interest to students and visitors.

STUDENT ACTIVITIES

Student hobby groups, clubs, and voluntary enterprises of various kinds are an extremely important part of life at Phillips Academy, changing from year to year in scope and organization, depending upon student interest. Student activities may be classed as literary, musical, forensic, scientific, and general. Each club is under student leadership, and is advised by a member of the faculty who is experienced in that field of activity.

The Phillipian, founded in 1878, is the school newspaper and publishes every Wednesday of the school year. Students on both the editorial and the business boards may obtain valuable experience, in writing and in business practice.

The Mirror, founded in 1854, is the undergraduate literary magazine, which appears twice a year, in the winter and spring terms. Positions on the literary, business, and photographic boards offer the profitable and interesting experience of working toward the publication of a magazine written solely by the students.

The Pot Pourri is the Academy yearbook, published after the end of each year. It contains pictures and personal information concerning all Seniors and non-returning Upper Middlers, group pictures of all school organizations, and many special features. The three boards, editorial, business, and art, offer excellent opportunities for the development of literary, business, or artistic talent. This book is the chief permanent record to which alumni turn for the record of their years at Andover.

PHILLIPS ACADEMY

The Dramatic Society is an organization for all students interested in acting, directing, stage design, scenery construction, lighting, and business managing. The major production each year is a Shakespeare play, or its equivalent, but where the schedule permits, modern plays, both dramatic and musical, are presented.

One of the most important groups within the Society is the *Stage Crew*. Carpenters, painters, shifters, electricians, and special effects men work together under a stage manager and a chief electrician. Their job is to build the sets and operate the staging for all the plays. Younger boys are encouraged to try out for the Stage Crew.

Another branch of the Society is the *Theatre Workshop*, whose intent is to offer further opportunities for students to participate in play readings, the production of one-act plays, and at least one full-length play each year. The organization particularly welcomes lower classmen. The Senior Class has a good chance to show its talent in the preparation of the Class-Day play. The best of these in the past have been full-length musical plays, written, produced, and directed by Seniors. The performance is on Class Day in June and is presented for parents and alumni. A final group of plays under the auspices of the Dramatic Society is that given in French, German, Latin, and Spanish, and directed by faculty members from the foreign language departments. The language plays are projects of *language-interest clubs* that feature, in addition, illustrated lectures, motion pictures from the country of their choice, and conversation. Often these groups meet around the dinner table.

Debating and school forums are held by *Philo*, properly the *Philomathean Society*, founded in 1825. Regular meetings, held bi-monthly in the faculty room, normally open to members only, provide forums for the discussion of local, national, and international issues. From time to time there are debates against visiting teams, which students may attend. Each year Philo spon-

PHILLIPS ACADEMY

sors a prize debating contest, and the organization has sponsored visiting lecturers and discussion leaders to stimulate interest in economic, social, and political problems. Some instruction in debating technique, in public speaking, and in parliamentary procedure is offered.

Students interested in art may work in the studio of the Addison Gallery with the *Design Club*.

Model Airplane enthusiasts may enjoy their hobby on outlying fields. Available to members for building planes and storing their equipment is a room in the basement of Paul Revere Hall equipped with an electric saw, individual lockers, wide benches, and fluorescent lighting.

Letter-press printing may bear the imprint of the *Paul Revere Press*. It has a complete print shop with two presses located in George Washington Hall.

The *Camera Club* has a dark room in the basement of Peabody House where students may develop, enlarge, and print their own photographs. Depending upon interest, groups meet for the discussion of fine points in the art of photography.

The *Radio Club* not only has a room in the basement of Morse Hall where radio sets may be constructed and repaired, but at the radio shack it also has facilities for transmitting and receiving amateur broadcasts. Code and theory classes are held in response to need.

Students who wish to construct furniture, models, or special equipment enjoy the *Woodworking Club*. The shop is well supplied with hand and power tools.

The *Rifle Club*, a large and active organization, gives boys who are interested in indoor rifle shooting, particularly upper-classmen, an opportunity to fire for pleasure, for National Rifle Association awards, and in interscholastic competition. The range is in the basement of Pearson Hall. An auxiliary range for Juniors is located in the basement of Williams Hall.

PHILLIPS ACADEMY

Model Railroaders may meet in the basement of Paul Revere Hall, where a layout has been constructed.

The chemistry laboratory is open, on schedule and under supervision, to experimenters in chemistry or physics (*Science Club*). Astronomers will find both a reflecting and a refracting telescope on the campus. One of them is housed in an observatory (*Astronomy Club*). A group interested in tapes and records makes recordings of school events (*Audio Club*). Modest lapidary equipment is on hand for those boys who are interested in gems and minerals (*Minerals Club*). Identification of minerals is another interest of this club. For the budding engineer, a 125 HP dynamometer with a Chevrolet engine on its jacks invites man-size experiments (*Mechanics Club*). A supply of machinist's tools is available for the boy who is happiest in overalls.

Outings in search of Maine lobsters, the best ski trails, or another mountain to climb are the principal activity of the *Outing Club*. Canocing, fishing, and rock climbing are also popular with the group.

The *Stamp Club* meets in the tower room of the Chapel. The club's program includes an annual prize exhibition. Philatelists are urged to bring their duplicate stamps and covers for trading.

The *Natural History Club* works in close cooperation with the Biology Department and the Cochran Bird Sanctuary. There are widely varied opportunities to study the animal and plant life of the region, both in the laboratory and in the field. Trips are taken to nearby points of interest. The club is licensed to carry on a bird-banding program.

The *Phillips Society* and its activities are based on an effort to understand better the meaning of life, to see more clearly the needs and problems of people, and to help meet these needs. Membership in the Phillips Society is open to any boy who wishes to participate in its program and activities.

PHILLIPS ACADEMY

The Phillips Society's interests are suggested by a list of some of its activities:

Receptions for new boys and for foreign students.

The raising of money for Red Cross, United Fund, the Salvation Army, the Grenfell Association, National Health Agencies, and other organizations and projects.

Conducting a program of forums, conferences, chapel talks, and discussion groups.

Collection of old clothes, books, and other articles for distribution to schools and hospitals.

Field trips to hospitals, factories, and recreation centers.

Sunday School teaching and deputation work in the churches in Andover and vicinity.

Among the extracurricular activities in the field of music are the *Marching Band* and the *Chorus* (combining both choir and glee club), which take part in many concerts as well as in an annual musical show. Other musical organizations are the *Orchestra*, the *Aces* (a dance band), and the *Eight-in-One Octet*. A well-stocked record library is located in the *Record Room* where recorded concerts are given from time to time.

ATHLETICS AND PHYSICAL EDUCATION

Athletics and physical education are important at Andover. The physical education, intramural, and interscholastic programs involve every student; participation is required. The objective is development by each boy of his physical capabilities and of such qualities as courage, self-confidence, self-discipline, and self-control.

Each new boy must take a swimming test; non-swimmers must take special instruction until they meet minimum standards of proficiency. During his Junior year, every boy takes two hours a week of physical education in addition to his regular afternoon

PHILLIPS ACADEMY

program of athletics. The morning program of swimming, track, and gymnastics attempts to develop early in the boy's career the self-confidence and physical skills essential for successful participation in the more advanced phases of the program. Standards of performance are based on the individual's own physical capacity.

The intramural and interscholastic programs provide competition at all levels in seasonal sports. Outside games are scheduled with neighboring high schools, preparatory schools, and college freshmen. During the fall, the sports offered are football, soccer, gymnastics, rowing, cross country, and tennis; in the winter, basketball, swimming, hockey, wrestling, squash, track, skiing, and boxing; in the spring, baseball, tennis, golf, track, rowing, lacrosse, and life-saving.

The Academy assumes no responsibility for injuries sustained by students while participating in such exercise or sports. The Medical Director's services, however, will be rendered and infirmity care provided without charge except for illnesses and accidents covered by the Andover Student Sickness and Accident Insurance Plan and by family insurance.

Following the urgent recommendation of the Medical Director and the Athletic Department, parents are strongly advised to see that, if their sons wear glasses, they be provided with shatter-proof lenses, not only to minimize danger of injury in athletics but also to avoid loss of study and reading time.

See page 45 regarding athletic equipment.

HEALTH SUPERVISION

Under the supervision of the Medical Director, every effort is made to improve each student's health, to prevent disease, and to diagnose and treat illnesses and injuries which may occur. Before school opens, every student is asked to have a general physical examination by his family physician as well as certain screening

PHILLIPS ACADEMY

laboratory procedures, tetanus toxoid, typhoid-paratyphoid injections, smallpox vaccination, and Salk vaccine. His family is asked to answer questionnaires that will reveal significant symptoms or illnesses noted in the past.

Immediately after the student has been admitted to the Academy, complete dental and lung X-rays are taken and careful ear and eye examinations for function are made. Tests for speech defects, reading speed, and the presence of language disability are completed. The full-time Medical Director and his associate, with the assistance of several consultants associated with the Medical Department and representing various fields, then correlate all the above information. By this means it may be possible to form a fairly accurate estimation of the student's physical status and the ease with which he may be expected to adjust to the school environment.

The Isham Infirmary is a fifty-five bed hospital recognized by the American Hospital Association. The Infirmary has a modern X-ray department, a clinical laboratory and a full-time X-ray technician. A well-equipped physiotherapy unit is under the direction of a qualified physiotherapist. Graduate nurses are in residence throughout the school year. The Infirmary is equipped to care for most serious medical and surgical emergencies as well as many other diseases and conditions commonly encountered.

When illnesses and injuries arise in the student body, they are first screened and treated when feasible by the Medical Director or his associate. If highly specialized care is required, easily available local staff consultants and hospitals or Boston physicians and nationally known medical institutions are employed forthwith. Minor illnesses are reported to the parents by letter. Conditions that require treatment under general anesthesia or approach major proportions are reported by telephone to the student's family by the Medical Director as soon as a working diagnosis has been established.

PHILLIPS ACADEMY

The dental staff consists of three dentists representing the fields of dental surgery, general dentistry, and orthodontistry. There is a full-time dental hygienist. The fields of psychiatry and psychology are represented by a part-time psychiatrist and a psychologist who is on a full-time basis.

The trustees' Infirmary Committee meets with the Medical Director every three months to discuss policies of health and administration.

DAILY SCHEDULE

Chapel	7:50 A.M.
Recitation hours	8:12 A.M. to 12:50 P.M.
Athletics	2:00 P.M. to 3:30 P.M.
*Recitation hours	4:13 P.M. to 6:00 P.M.
Evening study hours begin	8:00 P.M.
†Sunday chapel service	11:00 A.M.

*Wednesday and Saturday afternoons are half-holidays.

†Vespers at 5:00 P.M. during the Winter Term.

WORK PROGRAM

The Phillips Academy work program, in which every boy takes part, has two objectives: to train boys to do useful work well and to reduce the operating costs of the Academy. Under the supervision of members of the faculty, the work program has become an essential part of the democratic life of the Academy.

The work program has three phases: (a) the daily care of dormitory rooms and corridors, under the direction of house-masters, (b) work in The Commons, to which all boarding students are assigned for two or three (non-consecutive) weeks during the year, and (c) work on the grounds and in the school buildings, under the supervision of members of the faculty.

PHILLIPS ACADEMY

GRADES AND REPORTS

Reports on the student's work are sent to the parents or guardian twice a term. Grades are based on the results of both daily work and examinations. They are recorded on a scale of 100, in which 60 is the passing mark and 80 or over is an honor grade.

Counselors' reports are sent to parents at least twice a year.

DISCIPLINE

Phillips Academy seeks to help boys develop certain desirable attitudes and habits so that they will be sound and healthy individuals and good citizens of their community. The Academy bases its disciplinary policy on the assumption that each boy will, at all times and places, conduct himself as a gentleman. The Academy tries to inculcate in a boy personal integrity, responsibility for his behavior, self-control, and a sense of individual purpose. It believes that discipline should foster clear, independent thinking, good judgment, and sound scholastic achievement. In each boy, from the beginning of his career in Andover, the Academy aims to cultivate a sense of just pride in his school and of responsibility to an orderly society. The school has made its rules in accordance with these principles.

The school expects boys to occupy themselves with their studies and other school work during all study hours. A student is expected to meet all fixed appointments, such as recitations, daily chapel or assembly, Sunday chapel, required athletics, and study hours. All appointments immediately preceding and following vacations and holidays the School considers especially important. Six unexcused absences in a term render a boy liable to discipline, as does an accumulation of demerits.

A student renders himself liable to dismissal if he is guilty of dishonesty, if he drinks or possesses alcoholic beverages, if he is absent from school bounds without permission, or if he is anywhere

PHILLIPS ACADEMY

or at any time guilty of conduct unbecoming a gentleman.

Students may not possess, rent, or drive any motor vehicle within bounds, nor may they possess or use firearms or explosives of any sort, except as authorized under the rules of the Academy Rifle Club. Boys in the upper two classes only may smoke at certain specified times and places. Only day students may use bicycles. Only Seniors and Upper Middlers may have radios or wireless apparatus in their rooms; sets are available for the use of others in the common rooms of each class.

OUT-OF-TOWN EXCUSES

Students whose scholastic standing is satisfactory may with permission take two out-of-town excuses per term. Seniors are allowed five if they are passing all courses.

ROOM EQUIPMENT AND CLOTHING

The Academy provides each student with bed, mattress, pillow, bed linen, one blanket, chiffonier, desk, desk-chair, and easy chair. In double rooms they are provided for each occupant.

All boys are required to wear coats and neckties to recitations, meals, chapel, and assembly. Various sport combinations, including clean khaki trousers, are permitted; but a suit with a white shirt and appropriate socks and shoes is required for Sunday church and other formal occasions. All wearing apparel and personal effects should be plainly marked with the student's name.

All *protective* athletic equipment is furnished by the Academy. All other athletic equipment must be supplied by the boy. He is urged to bring along whatever he already possesses but *not* to purchase anything new before coming to school. Substantial savings can be made on purchases through the Athletic Department. A limited supply of athletic shoes is available on a loan basis for scholarship boys. Every student is required to own a pair of high quarter sneakers.

PHILLIPS ACADEMY

The Academy does not issue a detailed list of necessary equipment, but in addition to the above, the following are suggested:

Two or three extra blankets or the equivalent

Warm overcoat or jacket for the winter months

Overshoes and rubbers for the winter months

The Academy is not responsible for the loss of a student's clothing or personal effects, either during term time or when stored over vacation.

COLLEGE MATRICULATION—CLASS OF 1959

Senior college candidates in 1959

216*

Admitted to college, 1959

206†

Number of colleges entered

41

<i>College</i>	<i>Number of Students</i>	<i>College</i>	<i>Number of Students</i>
Amherst	2	North Carolina, University of	13
Boston University	3	Notre Dame	1
Bowdoin	1	Oberlin	1
Brown	13	Ohio State University	1
California, University of	1	Pennsylvania, University of	7
Carleton	1	Pomona	1
Colby	1	Princeton	13
Colorado, University of	1	Rensselaer Polytechnic Institute	1
Columbia	3	Rice Institute	1
Cornell	8	Southwestern (Memphis)	1
Dartmouth	5	Stanford	10
Denison	1	Swarthmore	2
Dickinson	1	Trinity	3
Duke	2	Tufts	6
Harvard	27	United States Naval Academy	2
Haverford	1	Virginia, University of	1
Lawrence	1	Washington and Lee	2
McGill	2	Wesleyan	1
Massachusetts Inst. of Tech.	3	Wheaton	1
Michigan, University of	3	Williams	6
		Yale	52

Total 206

*Including two post-graduates, Class of 1958, and one Upper Middler

†Including two who will study abroad in 1959-60

PHILLIPS ACADEMY

FINANCIAL

A large part of the Academy's operating income is from the investment of its endowment funds. These funds have made it possible for many years to charge an inclusive fee lower than the cost of a student's education and maintenance and, in addition, to make scholarships in varying amounts available to worthy and qualified students. Thus it can be said that all students, regardless of the fee paid or the scholarship earned, have benefited by the endowment funds.

Few patrons of the school in recent years have met the full cost of their sons' Andover education. The total cost to the Academy for each student during the year 1958-59 was approximately \$3450. Of this figure, \$1600 was met by the inclusive fee, leaving a considerable balance to be met by the income from invested funds, by gifts from alumni, and from other sources.

Tuition Charges

The tuition for boarding students is \$1800; for day students (who must live in the Greater Lawrence area) \$1000: one half payable on October 1, one fourth on January 1, and one fourth on April 1. Adjusted bills for scholarship students are payable on the same plan. An alternative to the above method of payment is offered, whereby tuition may be paid in ten equal monthly installments starting September 1 and ending June 1. A service charge of ten dollars is made for this accommodation. Each student, when assured of admission, is required to make a deposit of \$50, which is credited on his first bill.

The tuition charge of \$1800 covers instruction, board, room (including furniture, bed linen, and one blanket), physical training and athletic privileges, use of laboratory equipment and material, admission to all authorized athletic contests and the authorized entertainments at George Washington Hall, including the Saturday evening motion pictures.

PHILLIPS ACADEMY

It does not include charges for tutoring, Language Training, special instruction in music or athletics, dental care, a medical fee of \$10.50, medical insurance, personal laundry, textbooks, dues to school organizations, or breakage and damage to school property.

Bills for items not included in the regular school charge may be rendered at any time during a school year. Any alteration in the terms of payment made necessary by the needs of parents must be arranged in advance with the Comptroller. Classroom privileges may be denied to students whose bills are not settled when due.

No rebate for the term in which he leaves will be made to a student who for any reason is dismissed or withdrawn.

The diploma of the Academy will not be awarded to a student whose school account is not paid in full by the date of graduation.

Breakage Deposit

Each student is required to make a deposit of \$25 to cover breakage and other incidental obligations that may be incurred during the school year. The deposit is payable on October 1 and is billed with the portion of the normal charge due on that date. The balance remaining after charges for breakage have been deducted will be refunded after the close of the fiscal year, June 30, or credited on the first bill for the following year.

Student Health and Insurance Program

All ordinary illnesses and injuries under the classification of "home care" are treated at the Isham Infirmary by the Medical Director and his staff, and the tuition charge (\$1800) includes such medical attention regardless of the length of the patient's stay in the Infirmary.

Parents are, however, responsible for the payment of medical services while the student is in residence at Phillips Academy for

PHILLIPS ACADEMY

the care of illnesses and conditions for which they, the parents, would have been responsible had the student been treated by his family physician in his own home or hospital. The family sickness and accident insurance policy, or a personal policy of the Blue Cross-Blue Shield type covering the student, will meet most of such Infirmary care.

Additional cost to parents of the broad medical services necessary for the student (see page 41) is met in two ways:

1. Student Infirmary Fee (required)

An Infirmary fee of \$10.50 for boarding students and \$5.00 for day students is charged. It will be used to provide a portion of the medical care at the Isham Infirmary for the treatment of accidents and illnesses outside the scope of "home care."

2. Andover Student Sickness and Accident Insurance Plan (optional)

The sickness and accident insurance plan provides coverage over the full twelve-month period, twenty-four hours a day, on campus and off. It pays up to \$650 for each accident or illness that requires treatment by physicians or hospital admission outside the school. The cost is \$12.00 for boarding students (sickness and accident) and \$5.00 for day students (accident only).

Parents are strongly advised to take advantage of this low-cost insurance plan even though the student has in force a personal sickness and accident policy, since the benefits of the Andover Student Sickness and Accident Insurance Plan are payable *in addition* to any benefits a student may obtain under any personal policy. Not infrequently the coverage from all policies is necessary to meet the total expenses of a protracted or involved illness.

The rates established for the Student Infirmary Fee and the Andover Student Sickness and Accident Insurance Plan are for

PHILLIPS ACADEMY

the school year 1959-1960 and are subject to change for the following year.

"Extras"

As a rough guide to parents in budgeting for the total expected expenses of each academic year, the following low-average approximations of "extras" are given.

Laundry (if done locally)	\$25 - 85.00
Pressing and cleaning	15.00
Books and supplies	35.00
Dues, publications, and charitable contributions	15.00
Miscellaneous, including spending money	110.00
Medical fee	10.50
Medical insurance (optional)	0 - 12.00
Breakage deposit (refundable)	0 - 25.00
	<hr/>
	\$210.50 - 307.50

Spending Money

Parents or students may open an account at the Treasurer's Office for personal expenses during the school year. Students are urged not to keep large amounts of cash in their possession or in their rooms.

Scholarship Aid

Phillips Academy operates on the assumption that no boy should be deterred from applying for admission because his family is unable to pay the full cost of an Andover education. A statement in the Academy's constitution reads, "This Seminary shall be ever equally open to youth of requisite qualifications from every quarter." Through the generosity of a large number of alumni and other friends of the school, close to \$230,000 is available this year to help students come to the school.

PHILLIPS ACADEMY

Boys of character and academic promise whose parents need financial aid are encouraged to apply for scholarships. Awards vary in amount according to the applicant's need, ranging from \$200 to full scholarships of \$1800. The Committee requires the parents of all scholarship applicants to submit a complete report of their financial condition, which will be kept confidential. All boys on the scholarship list are expected to maintain academic records compatible with their ability and to show by their general record at Andover that they are aware of and deserving of the opportunities which they enjoy.

All scholarship boys are expected to perform some useful service for the school in partial return for the aid they receive. To this end, the Bureau of Self-Help exercises control over all student employment, such as work in various departments of the school and campus concessions. The anticipated revenue from such work is included in the over-all scholarship budget. Although any student can in addition find odd jobs about the school that will help him with his pocket money, he should not anticipate earning any substantial amount.

Loans to help meet the annual charges may be arranged with the school treasurer, who has for this purpose a revolving fund, the gift of a generous benefactor.

A wide range of prizes is open to competition by the student body. A complete description of each prize, together with the names of last year's winners, can be found on pages 81 to 91.

SUMMER SESSION

The eighteenth annual Andover Summer Session will open on Tuesday, June 21, and close on Wednesday, August 17. Instituted in 1942 to provide an opportunity for acceleration for boys about to enter the Services, the Summer Session has been continued by the Trustees largely because of its proven value in aiding students assured of September admission to become acclimated to the

PHILLIPS ACADEMY

relatively rigorous Andover program. It has been useful also in enabling some new boys to make up deficiencies in their previous preparation, thus often saving them from the loss of a full year. Boys from both public and independent schools who are not candidates for entrance in the fall are also eligible for admission. The Summer Session publishes its own catalogue, which may be obtained by writing directly to the Director of the Andover Summer Session, Andover, Massachusetts.

PHILLIPS ACADEMY

ADMISSIONS

GENERAL POLICY

The basic requirements for admission to Phillips Academy consist of evidence of sound character and *a strong school record*. Other considerations are personality, breadth of interest, geographical distribution, date of application, and performance on the Secondary School Admission Tests (see page 55). Because the Academy receives applications from many more qualified boys than it can admit, it is necessary to make selections on a competitive basis, with particular emphasis on character, personal qualifications, and promise, as determined from recommendations and interviews.

The closing date for receiving applications varies from year to year. In 1959 it was February 23. Priority is given to those candidates who complete the full admissions procedure, including the personal interview, by January 15 and who have written the December 12, 1959, Secondary School Admission Tests (see page 55).

Candidates are advised to enter as early in the four-year program as possible. The number of places available for new boys in the two upper classes is relatively small and the competition for them is especially keen. Boys who enter the Junior or Lower Middle classes normally adjust more easily and derive more benefit from the extracurricular as well as from the academic side of Andover life, and there is a greater likelihood of their assuming positions of responsibility and leadership than is possible for boys coming for only one or two years.

Students in the Academy arrange their work in accordance with the Course of Study as outlined on pages 24-28. The outline indicates the work done each year by a student who is neither behind nor ahead of his class in any subject. Boys entering any of the three upper classes may receive credit without examination

PHILLIPS ACADEMY

for certain courses taken at their previous schools, but credit is given only for those courses in which the final grade is of college certifying quality.

PROCEDURE IN APPLYING

Application Forms

In making preliminary application to enter the Academy, the parent or guardian should submit the form *in the back of this catalogue*, unless he has already received a detailed final application form from the Admissions Office.

A non-returnable application fee of \$10.00 is required of all candidates. A check or money order, payable to the Trustees of Phillips Academy, should accompany the preliminary application form.

On December 1st prior to the September of proposed admission, a final application form is sent to each parent or guardian who has filed a preliminary application. After completion of the first part by the parent or guardian, the application should be submitted to the principal of the school presently attended by the applicant, with the request that it be completed *entirely* and returned directly to the Phillips Academy Admissions Office as soon as possible. Bearing in mind that applications received after January 15 do not receive the highest priority, parents must be sure that the school *does* forward the application promptly.

Personal Interview

It is highly desirable that boys come to Andover for a visit with one of the interviewing officers. Appointments should be made in advance. Attention is called to the office hours listed on page 17. Boys unable to visit Andover should themselves arrange an interview with the nearest alumni representative (see page 100), or if that is for any reason impossible, write the Admissions Office to

PHILLIPS ACADEMY

make special arrangements. Candidates for 1960 must complete their interviews by January 15 in order to receive priority consideration.

Letters of Recommendation

Along with the final application blank, three Confidential Recommendation Forms will be sent to the parent or guardian. One of these should be given to the boy's *current* English teacher, the second to another *current* teacher (not the principal, who completes the application form), and the third to some person who meets the boy frequently in a non-academic capacity, i.e., camp counsellor, scoutmaster, minister, coach, employer, etc. When completed, the confidential recommendations should be returned *by the writers* directly to the Admissions Office in stamped, addressed envelopes supplied by the candidate.

Additional reference letters from any source are welcome but not required.

Boy's Personal Letter

Each applicant is required to write a letter describing his main interests and activities, including jobs if any, travel, summer experiences, and his reasons for applying for admission. He is also asked to comment on one or two books recently read. The letter should be written *without assistance from any source*. It should be mailed to the Admissions Office promptly but separately from the final application form. For 1960 candidates, the letters of recommendation and the boy's personal letter must be received by January 15 in order to insure priority consideration.

Admission Tests

All applicants except post-graduates (see page 60) are required to take the Secondary School Admission Tests in the year of candidacy. For 1960, the tests will be administered by the Edu-

PHILLIPS ACADEMY

cational Testing Service at centers throughout the country on Saturday, December 12, 1959, and Saturday, February 13, 1960. *Candidates are strongly urged to take the early set, since essentially all acceptances will come from this group.* The Educational Testing Service has prepared a bulletin of information about the tests. *Each applicant must complete a special form (to be supplied with the "Bulletin of Information for Candidates") and be sure that it reaches the Educational Testing Service by the deadline date.* The cost is \$7.50, payable to the Educational Testing Service. If not already supplied with a "Bulletin of Information for Candidates," applicants for 1960 may obtain one by writing to Secondary School Admission Tests, Educational Testing Service, 20 Nassau Street, Princeton, New Jersey.

Candidates from outside the United States who are too remote from the regular test centers will be asked to make arrangements locally for supervision of special tests to be supplied by the Academy.

A limited number of candidates who apply too late to make arrangements to write the Secondary School Admission Tests may be permitted to take the Academy's own tests, if proper arrangements are made for local supervision.

Candidates writing the Academy's own tests will be asked to pay the \$7.50 test fee directly to the Academy when requested.

Special preparation or tutoring for the admission tests is not necessary or advisable. Sample tests are not available, but the "Bulletin of Information for Candidates" contains a few typical questions.

Action and Deposit

By agreement with a number of schools, no boy will receive official notice of admission prior to February 1, and no parent will be required to confirm the admission by deposit or otherwise before March 15.

PHILLIPS ACADEMY

Phillips Academy candidates for 1960 may expect notification of action on their applications as soon as possible after February 1 and in almost all cases before March 15. Successful candidates who decide to accept their admission are required to pay a non-returnable deposit of \$50.00 (creditable on the first school bill).

It should be understood that admission is contingent upon a thoroughly satisfactory completion of the school year in every respect.

Placement Examinations

All applicants who have been admitted to the Academy and who have thereafter paid the required deposit will write examinations for *placement purposes* on Friday, May 13. Information about the examinations will be sent by the Admissions Office early in May. They will be given in Andover and New York, but may be written in his own community by any boy who so desires and who makes proper arrangements. Candidates attending independent schools that belong to the Secondary Education Board and use its papers as regular final examinations may substitute them for the Academy's placement examinations. No special arrangements need be made other than to request the school to mail to Phillips Academy the appropriate papers *immediately* after they have been graded by the boy's own teachers.

Failure to perform creditably on the placement examinations (or final Secondary Education Board papers substituted for them) will ordinarily necessitate attendance at the Andover Summer Session for Junior (9th grade) candidates, and either Summer Session attendance or loss of a year for candidates for the three upper classes.

Preparation for the Placement Examinations

While no special preparation for the *admission tests* is expected, outside study or tutorial assistance in anticipation of the *placement examinations* will usually be helpful. Sample placement examina-

PHILLIPS ACADEMY

tions are supplied without charge by the Admissions Office upon receipt of a request that includes a statement of the subjects studied in the year just prior to admission. Each sample examination lists the topics to be covered in preparation for the examination.

As a further aid to candidates for placement in the two lower classes and to those upper class candidates who are currently studying the first year of Latin or French, the Secondary Education Board, 186 Center Street, Milton 86, Massachusetts, publishes each year, for \$1.25 postpaid, a pamphlet entitled "*Definition of the Requirements for 1960.*" The pamphlet contains detailed subject-matter requirements in English, Mathematics, Latin, and French for use in grades six through nine. The standards parallel closely those of Andover. The previous year's examinations in each subject at each level are included.

The proper use of the Secondary Education Board pamphlet should enable parents to determine well in advance whether their boys are receiving adequate preparation for the Academy. Please note that Phillips Academy does not expect the study of a foreign language in grades six through eight.

Room Assignment and Matriculation Notices

Rooms are assigned to incoming students late in the summer, *in the order in which their admission applications are filed.* A notice regarding the opening appointments of the school year, together with various required forms, is sent in August to the parents or guardians of all successful applicants.

Parents are referred to the section on Health Supervision (pages 41 and 42) for the Academy's regulations regarding immunization against certain infectious diseases.

PLACEMENT REQUIREMENTS FOR EACH CLASS

The examinations ordinarily required for entrance to the four classes are specified below. Each candidate should take the

PHILLIPS ACADEMY

examinations for which his previous work fits him, irrespective of the class groups in which the subjects are listed. All boys will write a diagnostic spelling test.

Junior Class

Boys of good scholastic ability and achievement should be able to enter the Academy when they have completed the work of the eighth grade and have reached the age of thirteen or fourteen. Attainment in their studies will be estimated from placement examinations in English* and mathematics.* Normally the mathematics examination will cover arithmetic only (entrance to Mathematics 1B*) but an eighth grade boy whose course consists primarily of algebra should write instead the paper for entrance to Mathematics 1A*, covering both arithmetic and algebra through simultaneous linear equations.

Some acquaintance with a foreign language is helpful, although not essential. Boys who are currently studying Latin* or French* should so notify the Admissions Office and write the appropriate placement examinations.

Lower Middle Class

For entrance to the regular work of the Lower Middle year, placement examinations are required in algebra,* in English,* and in foreign languages* currently being studied. The work is described on pages 61-80. *In most instances the courses offered at Phillips Academy in the Junior year (ninth grade) cover considerably more ground than those given elsewhere at the same level. For this reason applicants are advised to note carefully the description of the Academy's Junior courses, and the sample examinations for entrance to English 2, Mathematics 2, and the second year of the appropriate foreign language, which*

*Instead of its own placement examinations the Academy accepts certain examinations of the Secondary Education Board for candidates from those independent schools which make use of the Board's papers at the end of the school year.

PHILLIPS ACADEMY

will be sent upon request without charge. Extra preparation may be advisable. Credit for the History and Science of the Junior year may be granted on the school record without examination.

Upper Middle and Senior Classes

Successful candidates for the Upper Middle and Senior Classes will write the Academy's placement examination for entrance to English 3 or English 4. Placement examinations for entrance to the second- and third-year levels of a foreign language will be required of candidates planning to continue the language at the Academy. Examinations in other subjects may be required, depending on the courses taken and the quality of the applicant's record. Candidates must secure credits, by examination or certification, which cover the work of the Academy's lower years. Candidates who have taken or who expect to take College Boards should request the Board in writing to send the results to the Phillips Academy Admissions Office.

Postgraduate Students

A limited number of well qualified secondary-school graduates are admitted each year. They must take either the Secondary School Admission Tests described on pages 55-56, or the College Board Scholastic Aptitude Test, and request the College Board in writing to send Phillips Academy the results of all Board tests taken, preferably the December or January series.

PHILLIPS ACADEMY

DESCRIPTION OF COURSES

ANTHROPOLOGY (See *Science*)

ART

INTRODUCTION TO ART. Two hours. During the year 1959-60, either Introduction to Art or Studio Art (see below) may be taken to satisfy the diploma requirement previously including both Art and Music. The purpose of Introduction to Art is to provide a basis for making reasoned judgments in the visual field. The student is presented with facts relating to the structure and design of architecture, painting, sculpture, and, to a lesser degree, the decorative arts. By analyzing certain monuments, the student discovers how the style of each is related to the age in which it develops. Finally, he is shown how to use his own judgment about the monuments. Whenever possible, collections and exhibitions in the Addison Gallery are used for illustration. Seniors at the Academy for one year only may take the course as an elective.

STUDIO ART. Two hours. An alternative to Introduction to Art, but presented in more practical terms. In its emphasis on observation, interpretation, and organization, it is designed to supply the basis for a critical understanding of contemporary surroundings. Four hours of class work count for two hours credit, with no outside preparation required. Along with continuous drawing exercises and a brief historical survey, the student receives in successive terms two hours a week of experience in photography and three-dimensional construction. Previous experience is not required for the course.

ADVANCED ART. Two hours. A sequel to Studio Art. Advanced Art allows the student to continue individual work in painting or sculpture. Four hours studio work counts for two hours credit, with no outside preparation required.

ART MAJOR. Four hours. An advanced course in the visual arts offered as an elective to students who have taken either the introductory course or a studio course. It combines studio work and discussion. The primary purpose is to relate the history of American Art (by means of frequent reference to the Addison Gallery Collection) to the senior course in American History. Work in the studio is intended to develop an aesthetic and imaginative sensitivity that will complement the intellectual emphasis of the classroom discussion.

BIOLOGY (See *Science*)

CHEMISTRY (See *Science*)

PHILLIPS ACADEMY

THE CLASSICS

The courses in Greek and Latin are arranged to provide a four-year course in Greek and a five-year course in Latin. The Department hopes that a number of boys with Classical interests will elect four years of one language and three of the other. However, the pressure of modern times must make it advisable for most boys to take one ancient and one modern language. Such boys may elect either Greek or Latin in their first year. Those planning on a general education, on the advanced study of Romance languages, or on entering the Law, will naturally prefer Latin, but boys interested in literature, archaeology, philosophy, or medicine, might well choose Greek as their ancient language. It is no more difficult than Latin as a first language.

Greek

GREEK 1. Five hours. The course is devoted mainly to forms and the most essential principles of syntax. Chase and Phillips: *A New Introduction to Greek* (Harvard University Press) is used. To aid the memorizing of inflections and vocabularies there are daily exercises, both oral and written, enforced by incessant drill. During the second and third terms, work in the grammar is supplemented by lessons either from a very simple Greek Reader, or from the initial chapters of Xenophon's *Anabasis*.

GREEK 1-2. Five hours. The course is open to properly qualified Seniors and Upper Middlers. It covers in one year the essential material of Greek 1 and Greek 2. The texts are Chase and Phillips' *A New Introduction to Greek* (Harvard University Press) and Xenophon's *Anabasis*.

GREEK 2. Five hours. The second year is occupied with selections from Xenophon's Works and with some easy dialogue of Plato. Prose composition in Attic Greek is studied, the grammar is reviewed, and there is much work in sight translation.

GREEK 3. Four hours. The third year is spent mainly in reading selected books of the *Iliad* and the *Odyssey*. After the dialect is mastered, more attention is given to the literary side of the poems and to the translation of Homer at sight. When the ability of the class warrants, the *Alcestis* of Euripides is read.

GREEK 4. Four hours. The fall term is devoted to selections from Herodotus, Hippocrates, and Plato, the winter to a play of Sophocles, the spring to selections from the Greek lyric poets.

GREEK T. Two hours. A Senior elective that studies the Greek Old and New Testaments.

GREEK COMPOSITION. See notice under *Latin Composition*.

Latin

LATIN 1. Five hours. The year is spent in learning the basic forms and syntax of the language and a fundamental vocabulary. There is constant practice in

PHILLIPS ACADEMY

sight reading and in prose composition of simple sentences. The purpose of the course is to prepare boys for general reading in Latin prose, not solely in Caesar. The text is *A New Introduction to Latin*, by Alston H. Chase.

LATIN 1-2. Five hours. Boys who are not ready for Latin 2, but who make a high grade on the Advanced Latin 1 Entrance Examination, may be placed in Latin 1-2 and thus given opportunity to complete two years of work in one. Those who pass the course successfully are given credit for two years of Latin. The course is reserved for boys who give evidence of high ability.

LATIN 2. Five hours. During the first term, the course gives a thorough review of the fundamentals of Latin grammar and begins the reading of Caesar. In the last two terms, more Caesar is read, but the reading will be varied by selections from other Latin prose authors and from simple poetry. There will be practice in sight translation and in prose composition.

LATIN 3. Four hours. The course has a threefold purpose. Linguistically, it teaches students to read Latin prose with increasing ease. Historically, it presents a picture of Cicero's life and times and compares his period with our own. Culturally, it assesses the literary importance of Cicero as the creator of a prose style which influenced the literature of Europe for centuries. Representative selections are read from the writings of Cicero as well as passages from other prose authors. There is constant practice in sight translation. In the last weeks of the year, selections from Ovid, Vergil, or one of the Comedies may be read.

Students who have done high honor work in Latin 2 and who intend to take only three years of the subject are allowed to choose either Cicero or Vergil for their third-year Latin.

LATIN 4. Four hours. By a study of selections from the *Aeneid* and from other Latin poetry, the course attempts to introduce students to both the forms and the content of classical poetry and to make plain its influence upon the poetry of the modern languages. The student is given constant practice in reading Latin verse aloud. The poems are studied as literature and not merely as exercises in translation.

LATIN H. Two hours. Reading and discussion of the *Odes* of Horace, with special attention to the literary artistry of the poems, to their sources in the Greek Lyrics and their influence upon modern poetry. Open to properly qualified students who have passed Latin 3.

LATIN S. Two hours. This course, less demanding than Latin H, is designed for boys who have completed Latin 3 and desire to keep in contact with the language through a minor course. The reading is chosen from the First Book of Livy's *Histories*, the poems of Catullus, and the *Menaechmi* of Plautus.

LATIN 5. Four hours. Open to students who have passed Latin 4 or who otherwise satisfy the Chairman of the Department of their fitness. The course is the equivalent of the customary Freshman Latin course in most colleges. In the first term, selections from Livy's *Histories* will be read and the reading of selections from Catullus and Horace's *Odes* will be begun, to be carried on

PHILLIPS ACADEMY

through the second term. In the spring, one or two Roman comedies will be read.

ACCELERATED COURSES. Students of high ability and ambition will, at the end of the first term of Latin 1, be offered the opportunity to join an accelerated section, Latin 1 X. They will continue in Latin 2 X, and proceed in their third year into Latin 4, thus gaining credit for four years of Latin in three years. Boys who drop out at the conclusion of Latin 2 X will obtain credit for only two years of Latin.

LATIN COMPOSITION. No regular course is given, but special arrangements can be made for any student desiring work in advanced composition in either Latin or Greek.

CONTEMPORARY AFFAIRS

Two hours. An elective course for Seniors on significant national and international issues. The material includes the historical background of immediate outstanding problems, recent policies of the Great Powers, analysis of the operation of balance of power and collective security, critical examination of the methods and objectives of Russian policy, and discussion of the various "pressure areas" in world affairs. Headline Books of the Foreign Policy Association, Walter Bedell Smith's *My Three Years in Moscow*, Theodore White's *Fire in the Ashes*, David Schoenbrun's *As France Goes*, the Rockefeller Reports, George Kennan's *Russia, The Atom, and the West*, Henry Agar's *Price of Power* are examples of topical texts critically examined. Students are expected to read in current periodicals and to participate in discussions. Each student will write one major paper on a selected subject.

ENGLISH

The courses in English aim to teach students to think logically, to speak and write clearly, to read with comprehension and appreciation, and to develop discrimination and taste in the judgment of books.

Courses at all levels include frequent practice in speaking and writing, close reading, sustained attention to problems of syntax and rhetoric, the study and discussion in class of the chief literary types, and wide collateral reading.

Sections vary in size from ten to fifteen. After the Junior year particularly, able boys are assigned to honors sections and encouraged to develop their special literary aptitudes. Classroom teaching is supplemented in each year by conferences with individual students.

In addition to assigned reading, students do collateral reading which is guided by the English teacher. In each course students are encouraged to do original writing of story, poem, and essay. The Department sponsors a series of prize competitions to stimulate interest in original writing.

There are two elective courses for those students who have completed four years of English, one a course in composition, the other a course in American literature.

PHILLIPS ACADEMY

The following course descriptions list representative texts studied in each year. In the two upper years the choice of texts is left largely to the individual teacher.

ENGLISH 1. Five hours. The work of the course includes (1) a review of grammar, drill in spelling and punctuation; (2) the study in class of selected short stories, a novel, a play, selected essays, selected narrative and lyric poems; (3) composition, beginning with a study of paragraphs and proceeding to the writing of simple expository, narrative and descriptive themes; (4) instruction and drill in the rudiments and techniques of oral expression.

A departmental examination is given at the end of each term. Representative texts are *Story Essay*, edited by McClay and Judson (Holt), *Richard II*, *A Tale of Two Cities*, *Great Expectations*, *Alice in Wonderland*, *Pilgrim's Progress*, *Aesop's Fables*, *A Pocket Book of Verse*.

ENGLISH 2. Four hours. The work of the course includes (1) a review of grammar, drill in spelling and punctuation; (2) a study of syntax; (3) elementary study of rhetoric; (4) practice in close-reading; (5) composition, chiefly exposition and the personal essay; (6) the reading and discussion of literature: the short story, the novel, drama, poetry, and the familiar essay.

A departmental examination is given at the end of each term. Representative texts are *Harbrace College Handbook* (Harcourt, Brace), *Great Short Stories*, edited by Schramm, *Babbitt*, *Henry IV (Part I)*, *Wuthering Heights*, *Idylls of the King*, *Sound and Sense*, edited by Laurence Perrine.

ENGLISH 3. Four hours. The class hours are divided between the study of literature and composition. Fiction, drama, the essay, poetry, and biography are examined in classical and modern texts with particular emphasis upon explication and discussion. Homer's *Odyssey* is read by all sections.

There are frequent themes and class papers, and special attention is given to practical problems of syntax and rhetoric.

Representative texts are *Far from the Madding Crowd*, *Victory*, *Gulliver's Travels*, *Ethan Frome*, Peterson's *Notes on The Odyssey*; plays of Shakespeare, Sheridan, Shaw, O'Neill, Wilder; the poems of Browning, Williams' *The Pocket Book of Modern Verse*, Untermeyer's *A Concise Treasury of Great Poems*.

ENGLISH 4. Four hours. The course gives training on an advanced level (1) in the reading and discussion of literature, chiefly English and American; (2) in close reading of selected passages of prose and poetry; (3) in logical thinking; (4) in composition and rhetoric. The course seeks to stimulate active and thoughtful class discussion of the assigned reading, to establish criteria for judging books, and to develop literary taste. There is continuing practice in writing, including critical essays, term papers, and original work.

Representative texts are Homer's *Iliad*, Hardy's *The Return of the Native*, Hawthorne's *The Scarlet Letter*, Hemingway's *A Farewell to Arms*, Fitzgerald's *The Great Gatsby*, Conrad's *The Nigger of the 'Narcissus'*, Sophocles' *Oedipus the King* and *Antigone*, Ibsen's *Ghosts*, Shakespeare's *Hamlet*, *Othello*, and *King Lear*, Shaw's *Saint Joan* and *Caesar and Cleopatra*, Thoreau's *Walden*, Dean's *Essays* (Harcourt, Brace), Williams' *A Little Treasury of Modern Poetry* (Scribner), Untermeyer's *The Book of Living Verse*.

PHILLIPS ACADEMY

ENGLISH 5. Four hours. An elective course in American Literature open to students who have successfully completed four years of secondary-school English or who have otherwise demonstrated ability to do advanced work in English. The anthology for class use is *A College Book of American Literature*, edited by Ellis, Pound, Spohn, and Hoffman (American Book Co.).

ENGLISH 5C. Four hours. An elective course open to students who have successfully completed four years of secondary-school English but who desire further training in composition. Extensive writing of both outside and class papers is the main business of the course. Much of the writing is based on a study of models in Haines's *Problems in Prose*. In addition there is both extensive and intensive reading within one literary period — Romantic, Victorian, or Modern.

FRENCH (See *Modern Foreign Languages*)

GERMAN (See *Modern Foreign Languages*)

GREEK (See *The Classics*)

HISTORY

The courses in History have two purposes. They are arranged to provide information in company with other subjects of study. They are developed consecutively to give increasing experience in precision of thinking and to train students in logical expression of what they know. During the first year, the system defers to the immaturity of the students, stressing the narrative and pictorial; it becomes increasingly mature and analytical in succeeding years. The first two years rely upon textbooks for students. Subsequent courses use both individual and reference texts and historical works of maturity. All courses use materials in the Library.

HISTORY 1. GREECE, ROME, AND MEDIAEVAL EUROPE. Three hours. The course is designed to introduce the students to the study of history, the sources, origins, and early development of Western civilization. It commences with the well-springs of our civilization, Egypt, Palestine and Crete, emphasizing variously the fields of politics, art, religion, and geography as they may successfully appeal to Juniors. Particular attention is paid in the first term to methods of study to help the boys adapt themselves to a new school, to new and higher standards of workmanship. Emphasis is placed on note-taking and writing.

By the middle of the Fall Term the boy should be able to handle the mechanics of study. He can now give more attention to the main theme of the year, the study of Greek and Roman history. Political affairs are studied essentially as a foundation for many of the achievements of the times, and as a contrast to and in comparison with the present. The major interests of the course are the cultural influences of the Greeks and Romans, the spread of Greek thought and ideas by the Macedonians, Rome's contribution in bringing Hellenistic culture

PHILLIPS ACADEMY

to Mediaeval Europe, and the social and political background of Mediaeval Europe, concluding with a study of feudalism.

Throughout the course the student widens his mental horizons and is made aware of today's heritage from the classical past.

Texts: King, C. H., *A History of Civilization*, Vol. 1; W. S. Davis, *A Day in Old Athens*.

HISTORY 2. CIVILIZATION OF EUROPE: RISE AND DEVELOPMENT. Four hours. The students are here introduced to the history of Western Europe, from the end of Roman domination through the nineteenth century.

Students examine the development of European peoples as they grow from tribal units into nations; they trace economic changes from feudal society to the beginnings of capitalism; they become acquainted with such contributions to culture and politics as the Church, the Reformation, and nationalism; and they begin to understand the development and conduct of international affairs.

It is one purpose of the course to teach students a sense of continuity in European political, social, and economic institutions, so that the boy will appreciate his heritage from the past, and begin to develop a capacity to reason and to relate the past with the present.

A work book is specially prepared for the course, and the student learns to take adequate notes. The course is based on one text, with additional use of reference works in the library. Visual aids dramatize significant events; historical novels supplement textbook reading for those interested.

Texts: Wallbank and Taylor, *Civilization: Past and Present*, 2 vols.; Thompson and Johnson, *An Introduction to Medieval Europe*; Ferguson and Bruun, *Survey of European Civilization*; Clough and Cole, *Economic History of Europe*.

HISTORY 3. ENGLAND AND THE BRITISH EMPIRE. Four hours. The study of British affairs is the main theme of the course because the history of Great Britain provides the background for an understanding of many present national and international issues.

The purpose of this year's work is to introduce the student to mature examination of historical problems and evidence. The basis of study is a work-book designed to train the student to use several reference texts and the facilities of the Library. He is taught to make concise notes from specific references, encouraged to participate in class discussion, to draw conclusions from facts and events, and to develop a sense of perspective. To these ends the course is organized topically, each topic a unit of work that develops a main issue.

The student examines such topics as the 17th century struggle for personal liberty in England, the use of money and banking in modern society, the establishment and loss of Britain's mercantile empire in North America, the influence of industrialization upon domestic and foreign affairs, and the recurring examples of balance of power in international politics. Although approached primarily through the history of Great Britain, the topics are the universal political and economic issues of security for the individual and the nation, the problems of empire, national independence, and attempts at the maintenance of peace.

Texts: Becker, C., *Modern History*; Black and Helmreich, *Twentieth Century Europe*; Cross, A. L., *Shorter History of England*; Hall and Albion, *England and the British Empire*; Nettels, C. P., *Roots of American Civilization*; Pollard, A. F., *His-*

PHILLIPS ACADEMY

tory of England; Roberts, D. W., *Economic History of England*; Bailey, T. A., *Diplomatic History of the American People*; Bemis, S. F., *Diplomatic History of the United States*; Cheyney, E. P., *Industrial and Social History of England*; Ray, P. O., *Major European Governments*.

HISTORY 4. THE UNITED STATES. Five hours. The course opens with the American Revolution and proceeds through the transition from Confederation into Federal Union, from conflict and division to reunion, and the growth of the United States as a world power. It closes with events of the present time. It surveys the westward movement, the plantation system, the development of industry, the labor movement, and the foreign policy of the American government.

Although public affairs are the central theme, stress is placed upon geographical, economic, social, and governmental problems; the careers of eminent men are examined in relation to these problems. Much attention is given to historical decisions of the Supreme Court. Matters of literary, intellectual, religious, and philosophical import are indicated but not stressed. Students with an average of 75 or better may with permission elect to write a winter term paper in lieu of the winter term final examination.

Texts and reference works:

General: Morrison and Commager, *The Growth of the American Republic*; Randall, *The Civil War and Reconstruction*; Hacker and Kendrick, *The United States Since 1865*; Mitchell and Mitchell, *American Economic History*; Amherst Series.

Source Books: Commager, *Documents of American History*; MacDonald, *Documentary Source Book of American History*; Evans, *Cases on American Constitutional Law* (Fenwick Edition).

Special Histories Cited Frequently Throughout the Syllabus: Bailey, *A Diplomatic History of the American People*; Bemis, *A Diplomatic History of the United States*; Bartlett, *The Record of American Diplomacy*; Swisher, *American Constitutional Development*; Kelly and Harbison, *The American Constitution*; McLaughlin, *A Constitutional History of the United States*; J. W. Pratt, *History of U. S. Foreign Policy*; D. Brogan, *Era of Franklin D. Roosevelt*.

Special Historical Works Cited at Appropriate Places in the Syllabus: The Bassett, Turner, McDonald and Dunning volumes of the older *American Nation Series*; Nettels, *The Roots of American Civilization*; Miller, *The Origins of the American Revolution*; Corwin, *John Marshall and the Constitution*; Nevins, *Ordeals of Union* (2 vols.); Nevins, *Emergence of Lincoln* (2 vols.); Pringle, *Theodore Roosevelt*; Allen, *Lords of Creation*; Kemmerer, *The A B C of the Federal Reserve System*; Corwin, *The Constitution and What It Means Today*.

LATIN (See *The Classics*)

MATHEMATICS

MATHEMATICS 1B — First Year Algebra. Five hours. The course provides an intensive study of the procedures of elementary algebra through the solution of quadratic equations. Texts: Shute, Kline, Shirk, and Willson's *Elementary*

PHILLIPS ACADEMY

Algebra (American Book); Sanborn, Nason and Sides' *First Year Exercises in Algebra with Reviews and Examinations* (Phillips Academy, Andover).

MATHEMATICS 1A — First Year Algebra. Five hours. The prerequisite of the course is an elementary knowledge of algebra through the solution of simultaneous linear equations of two unknowns. The texts are those used in Mathematics 1B.

MATHEMATICS 1-2. Two Years of Algebra. Five hours. For able students who would normally be candidates for first year algebra but who on the basis of satisfactory records and placement examinations are permitted to enter a section which in one year completes both Mathematics 1 and Mathematics 2. Texts: Richardson's *College Algebra (Alternate Edition)* (Prentice Hall); Tower and Sides' *Reviews and Examinations in Algebra* (Heath).

MATHEMATICS 2. Second Year Algebra. Four hours. The course presumes thorough grounding in at least one year of algebra. A careful review of first-year algebra is followed by a study of intermediate algebra through logarithms and progressions. Selected topics from advanced algebra are also included in the spring term. Texts: Richardson's *College Algebra (Alternate Edition)* (Prentice Hall); Tower and Sides' *Reviews and Examinations in Algebra* (Heath).

MATHEMATICS 2X. Five hours. For the able student after completion of either Mathematics 1B or Mathematics 1A. With Mathematics 4X, the course forms a sequence that by the end of the Upper Middle Year completes Mathematics 2, 3A, and 4. Mathematics 2X is also open to selected students entering the school as Lower Middlers. Students who successfully complete both Mathematics 2X and Mathematics 4X are prepared to take Mathematics 5 or some other elective in their Senior year. The texts in use this year are Richardson's *College Algebra (Alternate Edition)* (Prentice Hall); Tower and Sides' *Reviews and Examinations in Algebra* (Heath); Smith and Fagan's *Mathematics Review Exercises, Third Edition* (Ginn); Vance's *Trigonometry* (Addison-Wesley); *Plane Geometry Notes*, supplied in class.

MATHEMATICS 3A. Geometry. Five hours. The normal course in Mathematics 3 for students who have completed college entrance requirements in two years of elementary and intermediate algebra. It covers a program of plane geometry using both synthetic and analytic methods. During the work with plane geometry, the natural extensions to solid geometry are made. In the spring term such work is amplified, so that at the end of the year the student has a knowledge of methods of proof and of geometrical facts and concepts in both two and three dimensions. The work in analytic geometry also provides opportunity for a review of algebra. Texts: Wells and Hart's *Progressive Plane Geometry* (Heath); Smith and Fagan's *Mathematics Review Exercises, Third Edition* (Ginn); Tower and Sanborn's *Exercises in Plane Geometry*, supplied in class; *Notes on Solid Geometry*, supplied in class.

MATHEMATICS 3B. Second Year Algebra and a Review of Geometry. Five hours. A course for incoming students who have completed college entrance requirements in one year of elementary algebra and in one year of geometry.

PHILLIPS ACADEMY

It covers the work as outlined in Mathematics 2 but also includes a review of plane geometry and some work in solid geometry. Texts: Richardson's *College Algebra (Alternate Edition)* (Prentice Hall); Tower and Sides' *Reviews and Examinations in Algebra* (Heath); Smith and Fagan's *Mathematics Review Exercises, Third Edition* (Ginn).

MATHEMATICS 4. Advanced Algebra, Trigonometry, and an introduction to Elementary Probability with applications to Statistics. Five hours. The course emphasizes the study of the elementary functions: algebraic, exponential, logarithmic, and trigonometric. Analytic trigonometry is covered thoroughly. During the second half of the year the work is in elementary probability with applications to statistics. Texts: Fisher and Ziebur's *Integrated Algebra and Trigonometry* (Prentice Hall); *Introductory Probability and Statistical Inference, Revised Preliminary Edition* (College Entrance Examination Board); Smith and Fagan's *Mathematics Review Exercises, Third Edition* (Ginn).

MATHEMATICS 4X. For details of the course, see the description of Mathematics 2X above. Completion of Mathematics 4X meets the college requirements for four units of mathematics.

MATHEMATICS 5. Calculus and Analytic Geometry. Four hours. The course corresponds to such a course as usually given in the freshman year in university and college. It is open to those who have completed the regular four-unit sequence in secondary school mathematics. Completion of the course affords a student the opportunity to qualify for advanced placement in college mathematics. Text: Taylor's *Calculus with Analytic Geometry* (Prentice Hall).

MATHEMATICS 6. Four hours. A special course offered as needed for the few boys who complete Mathematics 5 before the senior year. It is planned to meet the needs of those registered. This year the text used is Apostol's *Mathematical Analysis* (Addison-Wesley).

MATHEMATICS T. Plane Trigonometry. Two hours. An elective course restricted to Seniors who are unable to schedule Mathematics 4. It is a thorough presentation of plane trigonometry, with particular emphasis on its analytic aspects. Text: Vance's *Trigonometry* (Addison-Wesley).

MECHANICAL DRAWING

Two hours. An engineering drafting course which includes the use of drawing instruments, geometric constructions, orthographic projection, isometric projection, oblique projection, intersection of surfaces, development of surfaces, sectioning, dimensioning, assembly and detail drawings, and blueprinting. Special stress is laid on a thorough mastery of the fundamentals. Students of exceptional ability are given an opportunity to do more advanced work or are given problems in keeping with the course to be pursued after entrance to college. The text in use is French and Vierck's *Engineering Drawing* — Eighth Edition (McGraw-Hill), supplemented by sound motion pictures and film strips.

PHILLIPS ACADEMY

MODERN FOREIGN LANGUAGES

All foreign languages offered by Phillips Academy are acceptable for admission to college. For graduate study, and particularly for the Ph.D. degree, French and German are frequently required.

French

The French Department's three-year course presents the language in the "new key" advocated by the Modern Language Association's Foreign Language Program. The goal is to teach the students to understand and to speak as well as to read and to write. The methods parallel as closely as possible those used for learning the mother tongue: to hear the language first, then to say what has been heard, next to read, and finally to write it. The stress during the first year of study is on listening and speaking, and the final examination tests only those two skills. French 2 is primarily a reading course, for which the Department prepares its own reading selections. In French 3, the students learn writing. For those who are able to continue into the fourth year, the Department offers a survey course of French literature that includes the reading of typical works of the more important writers. At no time does the Department teach the quite different art of translation. All classes are conducted exclusively, and from the first meeting, in French. Each student must provide himself with a French dictionary (*Nouveau Larousse élémentaire*).

Students who at the end of the first term of French 1 show above-average aptitude in the language are placed in special "X" sections, which move more rapidly without demanding more time, enabling those in them to receive four units credit at the end of three years.

FRENCH 1. Five hours. The course has no texts and no outside assignments, and the students at no time see any French. Classes meet nine times weekly, with two different instructors, one a native Frenchman, and are limited to 15 boys to a class. The aim is to develop complete familiarity with the basic patterns of speech and to enable the students to understand spoken French of a non-technical nature. Considerable use is made of audio-visual aids, slides, films, and tapes.

For those whose programs are too heavy to permit nine classroom hours a week, there is offered a more conventional French 1, with five classroom meetings and homework. Text: Robin & Bergeaud, *Le Français par la méthode directe*, Book I (Hachette, Paris). The emphasis is still on the aural-oral, but some reading and writing is done outside of class.

FRENCH 1-2. Five hours. For new boys who have had some previous study of French but not enough to qualify for French 2. Successful completion of the course enables a student to enter French 3 the following year.

FRENCH 2-A. Five hours. For boys who have started French under the Andover method. Texts: Robin & Bergeaud, Book II, Lessons 1-25.

PHILLIPS ACADEMY

FRENCH 2-B. Five hours. For new students not accustomed to the Andover method. Those who pass are admitted to French 3. Texts: Robin & Bergeaud, Book I complete, Book II, Lessons 1-25.

FRENCH 2-X. Five hours. For those who received credit in French 1-X. Successful completion enables a student to enter French 4 but gives only the same unit credit as French 2.

FRENCH 3. Four hours. Texts: Robin & Bergeaud, Book II, completed. Martin, *Auteurs français* (Masson et Cie., Paris).

FRENCH 4. Four hours. Text: Schinz, Robert, Giroud, *Nouvelle anthologie française* (Harcourt, Brace). Readings from standard French authors, Racine, Molière, Voltaire, Balzac, Flaubert, etc.

FRENCH S. Two hours. For students who have credit for three years of French but whose programs do not permit a four-hour course. Texts: Picard & Black, *Manuel de conversation française* (D. C. Heath). Gibson, *Causeries*, (Henry Holt).

FRENCH 5C. Two hours. An advanced conversational course.

FRENCH 5L. Two hours. An outline of French literature. Lectures and reading.

Note: French 5C and 5L taken together constitute a major course. Successful completion of French 4 is a prerequisite.

German

The German Department offers a five-year course with the following objectives: (1) ability to understand spoken German, (2) facility in speaking the language, (3) reading fluency, (4) ability to write German with reasonable correctness, and (5) an introduction to German literature since the eighteenth century.

From the first meeting, all classes are conducted entirely in German. English is never used as the classroom language. All texts are imported from Germany and contain no English.

The Department offers an accelerated course for students who show unusual ability in German 1. After completion of German 2X, these students enter German 4 and receive four units of credit after three years of study.

In 1958-59 an experimental German House was established, where second-year students lived with a German-speaking housemaster. German was spoken in the house as much as practicable. If there is sufficient interest among qualified students, the experiment will be continued.

GERMAN 1. Five hours. The beginning course seeks to develop aural comprehension and oral expression. The basic patterns of the language are practiced by repetition and variation. Texts: Kessler, *Deutsch für Ausländer*, Parts I and Ia; Schulz-Sundermeyer, *Deutsche Sprachlehre für Ausländer (Vorstufe)*.

PHILLIPS ACADEMY

GERMAN 2. Five hours. The systematic study of basic patterns is continued with Schulz-Sundermeyer, *Deutsche Sprachlehre für Ausländer*. Both close and comprehensive reading of modern German prose is practiced extensively. Elementary writing is introduced at this level, mostly in the form of summaries of the reading material. Some of the books read recently include Spoerl, *Der Gasmann*; Kästner, *Drei Männer im Schnee*; Werfel, *Jacobowsky und der Oberst*.

GERMAN 1-2. Six hours. The course is designed for qualified seniors only, who wish to complete in one year the material covered in German 1 and 2. It follows approximately the outline of those two courses.

GERMAN 2X. Five hours. An accelerated course for qualified students, covering material of both German 2 and German 3. Successful completion enables a student to enter German 4, but gives only the same unit credit as German 2.

GERMAN 3. Four hours. Throughout the year, exercises from *Deutsche Sprachlehre für Ausländer* are continued. During the first term, a modern German play, Zuckmayer's *Des Teufels General*, is read. The second term begins with a brief survey of German geography, considering some political, historical, cultural, and linguistic aspects. The term continues with the study of selected German poems from the mid-eighteenth century to the present. In the third term, selected literary prose is read and interpreted, ranging from Goethe to Wiechert. Text: Fleissner and Fleissner, *Die Kunst der Prosa*. Outside reading is required in each term, to be selected from a list of modern prose and drama.

GERMAN 4. Four hours. Introduction to German literature. Through detailed stylistic analysis of a number of outstanding works, the students are introduced to some of the major authors and to the most significant trends in German literature since 1750. The works read include: Storm, *Der Schimmelreiter*; Eichendorff, *Aus dem Leben eines Taugenichts*; Keller, *Die drei gerechten Kammacher*; Kleist, *Michael Kohlhaas* and *Der zerbrochene Krug*; Mann, *Tonio Kröger*; Rilke, *Ausgewählte Gedichte*; Goethe, *Urfaust* and *Iphigenie*.

GERMAN 5. Two or four hours. The literary works read in the course serve as a means of understanding the origins of contemporary Germany. First term: Goethe and his age. Second term: 19th century, romanticists and realists. Third term: trends of the 20th century. Students are expected to take the advanced placement examination.

GERMAN S. Two hours. For seniors who wish to continue German as a minor subject. Contents vary according to the needs of the students. The advanced placement examination can be taken after the course.

Russian

RUSSIAN 1. Five hours. An elementary course in speaking, reading, and writing Russian. The texts are Fayer, *Basic Russian* (Pitman); *Elementary Russian Conversation* (Heath); *Graded Russian Readers* (Heath). Recordings, *Spoken Russian* (Holt), are available for drill in pronunciation. Open to Lower and Upper

PHILLIPS ACADEMY

Middlers, with the approval of the instructor. (Russian 2 will be given in the following year.)

RUSSIAN 1-2. Six hours. An elementary course presenting the principal features of the Russian language, with intensive practice in speaking, reading, and writing, designed to prepare students for second-year college courses. The texts are Fayer & Pressman, *Simplified Russian Grammar* (Pitman); *Elementary, Intermediate, and Advanced Russian Conversation* (Heath); *Graded Russian Readers* (Heath). Recordings, *Spoken Russian* (Holt) are available for drill in pronunciation. Open to Seniors and, with approval of Class Officers, to Upper Middlers with satisfactory experience in another foreign language.

Spanish

The Department of Spanish offers a continuous course, covering five years, in which the emphasis is laid upon fluency and clarity of oral expression and an ability to read and write the language with understanding and appreciation.

Students who at the end of their first term of Spanish 1 show above average aptitude for the language are placed in special sections. These meet no more often than the regular sections and have the same length assignments but move ahead more rapidly and receive credit for four units of Spanish at the end of three years.

SPANISH 1. Five hours. The beginning course gives an adequate grammatical background and gradually abandons the mother tongue as the year progresses. The students are trained to express themselves in simple, idiomatic Spanish. The texts are *Spanish for Conversation* by Leslie (Ginn) and *Cuentos y Risas*, by Leslie (Oxford), with additional reading at appropriate levels.

SPANISH 1-2. Six hours. The course is designed for qualified seniors who wish to complete in one year the material covered in Spanish 1 and 2. The basic texts are *Everyday Spanish* by Picazo de Murray (Mexico City College Press), *Repaso* by D. Walsh (Norton), and *Cuentos Americanos* edited by D. Walsh (Norton).

SPANISH 2. Five hours. A continuation course, placing more emphasis on reading and vocabulary building, including the use of synonyms and antonyms. Oral drill is stressed with emphasis on extemporaneous speaking. *Un Viaje por España* by Crawford (Holt) is used together with such readers as *Cuentos Americanos* edited by D. Walsh (Norton) and *Vida y Hazañas de Juan Belmonte, Torero*, edited by Bourland and Helman (Norton).

SPANISH 2X. Five hours. Open to students who have completed Spanish 1 with high honors. It covers the material of Spanish 2 and Spanish 3. Successful completion enables a student to enter Spanish 4 but gives only the same unit credit as Spanish 2.

SPANISH 3. Four hours. An advanced course which continues to develop oral and aural skills as well as practice in written composition. The courses are conducted in Spanish. The main texts, supplemented by additional readings,

PHILLIPS ACADEMY

are *Reposo* by D. Walsh (Norton); *Pensativa* by Goytortúa (Appleton-Century-Crofts); and *Cuentos Criollos* edited by G. Walsh (Heath).

SPANISH 4. Four hours. The course aims to develop an appreciation of Spanish culture through the centuries in the entire Hispanic world. It presupposes a rather extensive knowledge of grammar and vocabulary and a fairly fluent conversational ability. Constant use of the Spanish language in the classroom discussions and written assignments is required. Frequent reference is made to all available types of illustrative material or "realia." The basic texts are Ugarte's *España y su Civilización* (Odyssey) and del Rio's *Del Solar Hispánico* (Dryden) for cultural and historical background, as well as grammatical review. Among the literary works read in the course are J. R. Browne's *Stories of the Spanish-Speaking World* (Ginn), *La Barraca*, by Blasco-Ibáñez (MacMillan) and *Las Lanzas coloradas*, by Uslar Pietri (Norton), as well as novels, plays and essays found in such collections as *Biblioteca Clásica Ebro*.

SPANISH 5. Two hours. For students who have had four years of Spanish or its equivalent. The course, conducted entirely in Spanish, concentrates upon a particular period of Spanish literature, such as *Don Quijote de la Mancha*, the Golden Age Drama, Romanticism, the Novel, etc. Outside reading is required.

SPANISH S. Two hours. A minor course open chiefly to seniors who have had three years of Spanish. It is designed to keep them in contact with the language before they continue its study in college and is conducted entirely in Spanish.

MUSIC

CHORUS, CONCERT BAND, ORCHESTRA. Each of these is a minor course not requiring outside preparation but counting for two hours of academic credit. Each meets four periods a week, two afternoons at 4:13 and two evenings between 6:45 and 7:45. Upper Middlers may take any one of these courses in fulfillment of the diploma requirement in Music or Art. With the approval of the Class Officers Committee, members of the other classes may elect any one of the three courses as a minor course, *in addition to* the minor course normally required in each year. Volunteers, not enrolled in the courses for credit, may join the evening sessions of such courses as an extracurricular activity.

INTRODUCTION TO MUSIC. Two hours. The purpose of the course is to help students gain understanding and enjoyment of various forms of music. It presents aspects of the development of musical thought, including examples of folk music and the music of the baroque, romantic, classical, and modern schools, including jazz. The subject matter is illustrated with recordings.

MUSIC APPRECIATION. Two hours. The course is basically a history of music with added consideration of the development of musical form and orchestration. Recordings are used extensively for study and classroom illustrations. Open to Seniors and qualified Upper Middlers as an elective.

PHILLIPS ACADEMY

HARMONY. Two hours. The course equips the student with a knowledge of basic harmonic structure, and enables him to harmonize a melodic line in traditional four-part fashion. An ability to read music is prerequisite for the course.

PRIVATE INSTRUMENTAL AND VOCAL LESSONS. Two hours. Weekly instruction in keyboard, orchestral, and band instruments or in the voice may be counted as a two-hour course. One half hour of instruction is to be supplemented by four hours of practising. Lessons are offered to members of the school orchestra and band at a fee of one dollar a lesson. For advanced students arrangements are made for a teacher to come out from Boston. For piano and organ students there is a separate charge of \$115 per year for weekly half-hour lessons, and \$200 for weekly hour lessons, plus a nominal fee for the use of practice pianos and organs. The charge for voice lessons is \$90 per year for weekly half-hour lessons. A staff of distinguished teachers is available for such instruction.

MUSIC MAJOR. Four hours, which may be gained by the combination of any two music courses, except that the Orchestra, Chorus, and Concert Band courses may not be so combined with each other.

BEGINNERS' BAND. Any student who wishes to learn to play a brass, woodwind, or percussion instrument will be loaned an instrument and may receive group instruction in the Beginners' Band, at no expense to the student. It is assumed that members of this group are interested in eventually joining the advanced Band groups.

NAVIGATION

Two hours. Open to all Seniors. The textbook used is Dutton's *Navigation and Nautical Astronomy*. The course consists of a term's work in each of the fields of piloting, nautical astronomy, and celestial navigation. Emphasis is placed on the practical application to surface navigation. During the latter part of the year the opportunity to cruise is offered to members of the class.

PHILOSOPHY

Two hours. The course offers a fairly intensive study of a few central problems of metaphysics. The interdependence between metaphysical views and ethical and political attitudes is stressed, though the study of ethics and politics is not pursued so intensively as that of metaphysics. Much of the reading of the fall term is in Plato; thereafter, the chief text is Joad's *Guide to Philosophy and Metaphysics*. During the latter part of the spring term it is customary to study all, or part, of a book by a relatively recent or contemporary philosopher: for example, Santayana, Whitehead, Langer. The final assignment is a paper requiring the student to attempt a synthesis of his views on some of the chief problems explored in the course.

PHYSICS (See *Science*)

PHILLIPS ACADEMY

PUBLIC SPEAKING

Two hours. An elective course for Seniors and (in some cases) for Upper Middlers. It provides training in voice production, articulation, and speech making. Impromptu and prepared speeches help the student to develop poise, fluency, and force. The text is Turner's *Voice and Speech in the Theatre* (Sir Isaac Pitman & Sons, Ltd., London). For reference, Sarret and Foster's *Basic Principles of Speech* (Houghton-Mifflin).

RELIGION

BIBLE 1. Two hours. The course traces the development of the most important religious concepts of the Old and New Testaments. It gives students an acquaintance with the finest passages of the Bible, the outstanding characters, the individual Books and their messages, and a sense of the progressive discovery and revelation of religious truth. The course is given to all members of the Lower Middle Class.

BIBLE 2. Two hours. No prerequisite. An elective course for Uppers and Seniors, who wish to make a more intensive study of the Old and New Testament Scriptures than that offered in the Lower Middle Year.

RELIGION. Four hours. An elective course for Seniors. It includes a term's study of some of the living religions of the world and their sacred writings. The second part of the course is devoted to a study of the New Testament. The third term's work includes study and discussion of the basic religious problems and various attitudes toward the meaning of life as they are reflected in a number of contemporary plays and novels.

SCIENCE

ELEMENTARY SCIENCE. Three hours. Designed to form an approach to the laboratory sciences, which follow in the later years, and also to acquaint the student with information useful to any educated person, the course is based on a study of the earth. Most of the fall term is given to a survey of physical geology, followed in the winter term by a study of the atmosphere from the points of view of biology, chemistry, and physics. After considering the consequences of the shape and motions of the earth, the course ends with an outline of methods of forecasting the weather.

ANTHROPOLOGY. Two hours. An elective offered by the Robert S. Peabody Foundation for Archaeology, the course is intended to present a brief consideration of the pre-history of Man in the New World. It is composed of lectures and reading on ethnological and archaeological subjects. The course is a general survey of the Americas before the coming of the whites.

PHILLIPS ACADEMY

Biology

BIOLOGY. Four hours. The course in Biology covers the fundamental characteristics of living things; the nutrition, growth, and reproduction of plants and animals; the physiology and hygiene of the human body; the influence of bacteria and other plants, insects and other animals on man's welfare; and the principles of heredity and evolution.

The class meets four times a week, three times for recitations and once for a laboratory period, with separate sections for Lower Middlers and for upper-classmen. The work in the laboratory includes careful training in the use of the compound microscope and in the recording of observations made. The text is Moon, Mann, and Otto's *Modern Biology* (Henry Holt).

BIOLOGY X. Five hours. An honors course open, upon invitation of the Department, to a limited number of able Upper Middlers and Seniors. In addition to the material of the regular Biology course, Biology X offers extra work in the field of physiology in preparation for the Advanced Placement Examination of the College Entrance Examination Board, success on which leads to advanced placement in college and, in some circumstances, to credit towards the college degree. The text is Johnson, Laubengayer, and DeLanney's *General Biology* (Henry Holt).

BIOLOGY S. Two hours. Open to Seniors who have completed the standard course with good grades. In addition to a review of basic biology, new material will be presented as the course progresses. The combination of review and new work prepares students for the Advanced Placement Examination in Biology of the College Entrance Examination Board.

Chemistry

CHEMISTRY. Four hours. A college preparatory course that includes the systematic study of matter and the changes it undergoes. Special attention is given to modern theory. Emphasis is placed upon reasoning from general concepts instead of merely memorizing facts. The class meets three times weekly for lectures, demonstrations, or discussion, and once for a double period of laboratory work. Text: *Modern Chemistry*, Dull, Metcalf, and Williams.

CHEMISTRY X. Five hours. The course is open to a limited number of able students who have made high records in mathematics and physics. It is essentially the equivalent of a first-year college course that does not include qualitative analysis. Success on a special examination set by the College Entrance Examination Board will lead to advanced placement in college chemistry at many colleges and, in some circumstances, to credit towards the college degree. Text: *General College Chemistry*, by Scarlett and Gomez-Ibanez. Laboratory Manual by Malm and Frantz.

CHEMISTRY S. Two hours. One period a week is for recitation and discussion of review and advanced topics; the other is a double period for laboratory work. The course is for students who have completed the standard course with good grades. Like Chemistry X it prepares for the College Entrance Examination.

PHILLIPS ACADEMY

tion Board examination for advanced standing in college chemistry. Text: *College Chemistry*, by Pauling, or the equivalent.

Physics

PHYSICS. Four hours. The course completes the requirements for entrance to college and prepares the student for further work in this or related fields. By means of lectures, recitations, experimental demonstrations, and the solution of numerical problems, the student is taught not only the fundamental principles of physics, but also the elements of scientific method. Reference is made where possible to the implications and effect on current thought of recent advances. In the laboratory about thirty quantitative experiments are performed, for training in manipulative techniques and also to illuminate the methods of attack used in scientific investigation. The use of the slide rule is taught and required.

PHYSICS X. Five hours. An honors course open, upon invitation of the Department, to a small group of Seniors who are concurrently taking Mathematics 5 and who have not previously studied elementary physics. A previous course in chemistry, though not required, is urgently advised. Lectures, recitations, and laboratory work will be planned to prepare students to pass the Advanced Placement Examination in Physics of the College Entrance Examination Board.

PHYSICS S. Two hours. Open to Seniors who have completed a year of Physics. Chemistry and Mathematics 4 or 5 are strongly advised as concurrent courses. With the aid of a textbook prepared for college freshmen, the course reviews much of the material of elementary physics but in considerably greater depth. In addition, a number of new topics are taken up, such as simple harmonic motion, kinetic theory of gases, interference and diffraction of light, and introduction to the quantum theory. Individual study projects are assigned in the spring. Students who do well in the course are prepared to take the Advanced Placement Examination in Physics, but a first course in calculus is normally necessary before advanced placement in college can actually be achieved.

Honors Sequence

SCIENCE HONORS 1 AND 2. Five hours each year. A two-year sequence open, upon invitation of the instructor, to a small group of Upper Middlers who will complete Mathematics 5 before graduation and who have demonstrated unusual capacity in science or mathematics. The subject matter will include chemistry and physics, both of them carried well beyond the elementary level in text and laboratory work. It is expected that the ablest students in the sequence will be prepared to pass both the physics and chemistry Advanced Placement Examinations of the College Entrance Examination Board.

Honors Physical Science 1 will fulfill the diploma requirement in laboratory science for students who find it inadvisable for any reason to continue to Honors Science 2.

PHILLIPS ACADEMY

SOCIAL PROBLEMS

Two hours. An elective for Seniors, the course is a study of a number of basic social problems confronting any organized society, with attention given to certain important contemporary social movements. The approach is predominantly an ethical one, attempting mainly to set forth the issues confronting our times.

PHILLIPS ACADEMY

PRIZES

The following prizes are open for competition in each academic year. Unless otherwise indicated, awards may be made in cash or in the value of the amounts listed.

ENGLISH

DRAPER PRIZES. For declamation. Open to members of English 3, 4, and 5. \$25, \$20, and \$15. First awarded 1867. Funded in 1878 by Warren F. Draper, Class of 1843. Awarded 1959 to (1) Mitchell Henry Gail, (2) George Fuller, (3) Lawrence Michael Butler.

MEANS PRIZES. For declamation of original essays. Open to members of English 3, 4, and 5. \$25, \$20, and \$15. First awarded 1868. Funded in 1879 by William C. Means, of Andover. Awarded 1959 to (1) Leslie Check, III, (2) Robert Spencer Beale, Jr., (3) Whitney Baker Smyth.

ROBINSON PRIZES. For debating between a team of the Philomathean Society and one chosen from the rest of the school, or between two teams chosen by the Philomathean Society. \$70 to the winning team. First awarded 1896. Funded in 1910 by Henry S. Robinson, of Andover. Awarded 1959 to Duncan McLean Kennedy, Charles William Davenport Hanson, Jr., David George Epstein.

SCHWEPPE PRIZES. An examination on a literary subject. Open to Senior and Upper Middle Classes. \$30 and \$20. First awarded 1912. Sustained since 1941 by Jean Schweppe Armour and John S. Schweppe in memory of their father, Charles H. Schweppe, Class of 1898. Awarded 1959 to (1) Duncan McLean Kennedy, (2) Steven Michael Dingilian.

GOODHUE PRIZES. In English literature and composition, including the more practical topics of elementary rhetoric. Open to Senior and Upper Middle Classes. \$30 and \$20. First awarded 1916. Funded in 1936 by the family of Francis A. Goodhue, of Andover, in memory of his devotion to Phillips Academy. Awarded 1959 to (1) David George Epstein, (2) Trevor Arnold Cushman, III.

CLOUGH PRIZE. For an essay by a Senior on an assigned literary subject. \$40. First awarded 1923. Funded in 1923 by friends of Charles C. Clough, Class of 1906, in memory of his interest in literary studies and his devotion to Phillips Academy. No award 1959.

LANGLEY PRIZE. For an essay on Charles Dickens. Open to the entire school. \$15. First awarded 1929. Funded in 1927 by Stephen S. Langley, Class of 1863. Awarded 1959 to Charles William Davenport Hanson, Jr.

LEONARD PRIZES. For declamation of original essays. Open only to Juniors and Lower Middlers. Three prizes of books. First awarded 1942. Funded in 1957 by *The Phillipian* in memory of Arthur W. Leonard, Instructor in English 1907-1941. Awarded 1959 to (1) John Woodruff Ewell, Jr., (2) John Michael Levin, (3) Henry Wells Walker, III.

CARR PRIZES. For skill in oral English. Open only to Juniors and Lower

PHILLIPS ACADEMY

Middlers. \$16, \$12, \$8, and \$4. First awarded 1943. Sustained by Donald Eaton Carr, Class of 1922. Awarded 1959 to (1) Langdon Goddard Wright, (2) George Byron Houpis, (3) Eric Whitney Sparre, (4) Jonathan Charnas.

BURNS PRIZES. For an original poem. Awarded to one boy in each of the three upper classes. \$20 each. First awarded 1945. Funded in 1944 by Mrs. John P. O'Rourke in memory of her son, 2nd Lt. Charles Snow Burns, USAAF, Class of 1941. Awarded 1959 to *Senior*, Thomas Philip Hanna; *Upper*, Peter Jay Mandelbaum; *Lower*, Richard Field Mott, II.

SUMNER R. KATES PRIZE. For an essay in American Literature. \$100. First awarded 1950. Funded in 1949 by Sumner R. Kates, Class of 1938. Awarded 1959 to Steven Michael Dingilian.

CLASSICAL LANGUAGES

COOK PRIZES. In Greek. Examination in Homer, including translation at sight and questions on grammar and antiquities suggested by the passage set. \$30, \$15, and \$10. First awarded 1879. Funded in 1878 by Joseph Cook, LL.D., Class of 1857. Awarded 1959 (1) Peter Charles Schlaifer, (2) Jeremy John Kinross-Wright, (3) Willard Scott Thompson.

DOVE PRIZES. In Latin. Open to Seniors or members of Latin 4. \$30, \$20, and \$10. First awarded 1880. Sustained since 1915 from the George W. W. Dove Fund. Awarded 1959 to (1) Steven Michael Dingilian, (2) Michael Serge Horn, (3) John Charles Doherty.

VALPEY PRIZES. In Latin composition and Greek composition. Open to the Upper Middle Class. \$20 each. First awarded 1896. Funded in 1891 from a bequest of Rev. Thomas G. Valpey, Class of 1854. Awarded 1959 to Nathaniel Foote Jessup in Latin composition, and Nicholas Van Houten Kip in Greek composition.

JOHNSON PRIZE. In Greek composition. \$10. First awarded 1924. Funded in 1932 by Alfred Johnson, Class of 1890, in memory of the Reverend Alfred Johnson, a graduate of Dartmouth College. Awarded 1959 to Alan Albright.

WEIR PRIZE. In New Testament Greek. \$70. First awarded 1928. Funded in 1927 from a bequest of Rev. William N. Weir, Class of 1895. Awarded 1959 to Alan Albright.

BENNER PRIZE. For excellence in first-year Greek. \$25. First awarded 1939. Funded in 1950 by the Rogers Associates, Inc., in honor of Allen Rogers Benner, Class of 1888, for forty-six years Instructor in Greek in Phillips Academy. Awarded 1959 to Jonathan Charnas.

DEPARTMENT PRIZES. For excellence in Latin translation and composition, \$10 and \$5; for recitation from memory of poetry or prose, \$10. In Latin 3. Translation and composition. Awarded 1959 to (1) Joseph William Castello, (2) Allen Mason Ward, Jr. Recitation. Awarded 1959 to Steven Michael Dingilian. Honorable Mention: George Fuller. In Latin 2. Translation and composition. Awarded 1959 to (1) James Robertson Barker, (2) Malcolm Porteous Rogers. Recitation. Awarded 1959 to (1) John Woodruff Ewell, Jr. Honorable Mention: Peter Winship. In Latin 1. Recitation. Awarded 1959 to William Henry Chickering, III. Honorable Mention: Francisco Ricardo Roberto deSola, Jr. First awarded 1940. Sustained since 1947 from the Winthrop Fund.

PHILLIPS ACADEMY

CATLIN PRIZE. Regardless of need, to a member of the Upper Middle Class of outstanding scholarship and deportment, who, on completion of Greek 2 or Latin 3 at Phillips Academy, shall include in his Senior program a major course in Greek or Latin. \$1000. First awarded 1945. Funded in 1944 from a bequest of George H. Catlin, Class of 1863. Awarded 1959 to William Chapin Condit, Jr.

GERMAN

STEVENSON PRIZE. In German composition, oral and written. Open to the Senior and Upper Middle Classes. \$15. First awarded 1904. Funded in 1904 by Robert Stevenson, Jr., Class of 1896, in memory of his father. Awarded 1959 to Ronald Lewis Meyer.

FRENCH

TAYLOR PRIZE. In French conversation and composition. A selection of French books. First awarded 1909. Funded in part in 1908 by a member of the Class of 1868 in memory of Frederick Holkins Taylor of that class, son of Professor John L. Taylor, Treasurer of Phillips Academy 1852-1868. Awarded 1959 to Duncan McLean Kennedy.

DEPARTMENT PRIZES. For aural ability. To those students in their first and second year of French who receive the highest marks on a special examination to test aural comprehension. First and second prizes in books. First awarded 1946. Sustained by an anonymous donor. Awarded 1959 in French 1, Special Sections, to John Michael Levin; Regular Sections, Michael Dean Davey; Honorable Mention, Foster Gerald Furcolo, Jr. Awarded 1959 in French 2, Special Sections, to Henry Wells Walker, III; Honorable Mention, Peter Grier Trafton; Regular Sections, Thomas Raymond Johnson; Honorable Mention, Alexander Riemann Holliday Walling.

ANTHONY D. GRAVES PRIZE. For beginning French students. To the student whose application and effort result in the greatest over-all improvement during his first year of study in French. \$25. First awarded 1954. Funded in 1954 by Mrs. Charles F. Pease in memory of her father. Awarded 1959 to Brent Cummings Mohr.

FORBUSH PRIZE. In French 3. A book or books. First awarded 1956. Funded in 1955 by students and friends of Guy Johnson Forbush, Instructor in French at Phillips Academy 1917-1920, 1924-1955. Awarded 1959 to John Woodruff Ewell, Jr.

SPANISH

HAYDEN PRIZE. To a member of the first-year Spanish course who, in the opinion of the faculty, has made the greatest progress in oral Spanish. \$35. First awarded 1945. Funded in 1945 by Mr. and Mrs. Howard P. Hayden, of Santiago, Chile. Divided 1959 between Alfred Bayard Russ and Robert Bruce Pruitt.

HISTORY

LAUDER PRIZES. In History of England and the British Empire. Competitive examination. \$25, \$15, and books. First awarded 1913. Funded in 1916 by George Lauder in memory of his son, George Lauder, Jr., Class of 1897. Awarded 1959 to (1) Daniel Holtzman Saks, (2) Jerome Spencer Shimp.

PHILLIPS ACADEMY

HAYMOND PRIZES. In American History. To undergraduates taking the course in History of the United States, for an essay on the Constitution of the United States. \$50, \$25, \$10, and books. First awarded 1943. Sustained by The Honorable Frank C. Haymond, in honor of his sons, William Stanley Haymond, 2d, Class of 1942, and Thomas Arnette Haymond, Class of 1943. Awarded 1959 to (1) Frank Seaver Hewitt, "Jehovah's Witnesses and the Flag Salute Cases," (2) Quinn Benensohn Rosefsky, "The Great Atlantic and Pacific Tea Company and Its Struggles with the Sherman Act," (3) David Williams Lodge, "Contradictions in the Supreme Court?—Professional Sports and the Anti-Trust Laws." Honorable Mention: Michael Serge Horn, "The Dorr Rebellion, 1840-1842."

GRACE PRIZES. In American History. For an essay on the Bill of Rights or other historical topic related to our heritage of human liberty. \$70, \$45, \$35, and books. First awarded 1953. Funded in 1951 by Oliver R. Grace, Class of 1926, in memory of his father, Morgan H. Grace. Awarded 1959 to (1) Christopher David Costanzo, "A Test of Diplomacy," (2) George Seymour Beckwith Gilbert, "Report on Standard Oil," (3) William Allington Butler, "The Ethics of The Acquisition of The Panama Canal Zone."

MARSHALL S. KATES PRIZES. In American History. To undergraduates taking the course in History of the United States for an essay on a topic in the field of American History. \$50, \$30, \$20, and books. First awarded 1953. Funded in 1952 by Marshall S. Kates, Class of 1939. Awarded 1959 to (1) Roger Martin Barzun, "When The World was Our Foe," (2) James Marler Williams, "The Battle of Bentonville."

WEBSTER PRIZES. In Ancient History, European History, and Contemporary Affairs. Open to all students taking the courses, on the basis of competitive examinations or proficiency in current work, at the discretion of the department. \$125 in money and books. First awarded 1956. Funded in 1956 by Dean Kingman Webster, Jr., Class of 1915. Awarded 1959 in Ancient History to (1) Randall Jeffrey Lewis, (2) Jeffrey Howard Mandell. In European History to (1) King William Wishbone Harris, (2) Stephen Richard Lemkin. In Contemporary Affairs to (1) David Timothy Michael Murphy, "Apartheid: Racial Issue in South Africa," (2) Giuliano Marengo, "Western Europe: Concept of European Unity."

MATHEMATICS

CONVERS PRIZES. In Plane Geometry. Awarded on the basis of an examination in Plane Geometry covering analysis on the originals, numerals, loci, and constructions. \$100, \$75, \$50, \$25, \$10, and books. First awarded 1898. Funded in 1898 by E. B. Convers, Class of 1857, and extended in 1951 by the former prize men. Awarded 1959 to (1) Duncan McLean Kennedy, (2) Thomas Haile Whitesides, (3) Joseph Abbott Ingelfinger, (4) Samuel Dyer Edwards, (5) Elliot Stuart Miller.

EATON PRIZE. In Algebra. To a member of the Junior Class outstanding for proficiency in first-year Algebra. \$20. First awarded 1938. Funded in 1957 by bequest of Thaxter Eaton, Class of 1904, in memory of his father, George T. Eaton, Class of 1873, for fifty years instructor in Mathematics at Phillips Academy. Awarded 1959 to Jeffrey Howard Mandell.

MCCURDY PRIZES. In Senior Mathematics. For Seniors in the regular fourth

PHILLIPS ACADEMY

year Mathematics program. Awarded on the basis of classroom work and an examination. \$35 and \$25. First awarded 1941. Funded in 1940 by the family of the late Matthew S. McCurdy in memory of his connection with Phillips Academy as Instructor in Mathematics from 1873 to 1921. Awarded 1959 to (1) George Whitman Steers (2) Mitchell Henry Gail.

BAILEY PRIZE. In Lower Middle Mathematics. On the basis of an examination at the close of the year. \$35. First awarded 1946. Funded in 1946 by Edward Bailey Crichton, Class of 1946, in memory of his grandfather, Edward Bailey, Class of 1878. Awarded 1959 to Tom Isaac Evslin.

WATT PRIZES. In Elementary and Intermediate Algebra, Plane and Solid Geometry, Plane Trigonometry and Advanced Algebra. For Seniors. Awarded on the basis of a comprehensive examination covering the analytical work of secondary school Mathematics. \$125, \$75, \$25, and books. First awarded 1954. Funded in 1953 by J. Lester Parsons with the cooperation of William C. Ridgway, Jr., Class of 1925, and William C. Ridgway, 3d, Class of 1953, in memory of Frederick Ellsworth Watt, an Instructor at Phillips Academy from 1933-1951. Awarded 1959 to (1) Frederick Randlett Shirley, (2) John Francis Smith, Jr., (3) Stephen Shepard Washburne.

TOWER PRIZE. For excellence in Analytic Geometry and the Calculus. A specially bound book in the field of Mathematics. First awarded 1954. Sustained by John W. Dixon, Class of 1924, in recognition of Oswald Tower, Instructor in Mathematics at Phillips Academy 1910-1949. Awarded 1959 to Anthony Ayres Tarrobino, Jr.

WINFIELD M. SIDES PRIZE. In Mechanical Drawing. Awarded on the basis of proficiency in classroom work. \$100 in cash and/or drawing instruments. To be first awarded in 1960. Sustained by Donald A. Raymond, Jr., Class of 1932.

SCIENCES

WADSWORTH PRIZE. In Physics. To the student holding the highest rank in Physics for the year. \$30. First awarded 1900. Funded in 1952 by William S. Wadsworth, M.D., Class of 1887. Awarded 1959 to Stephen Campbell Aldrich.

DALTON PRIZE. In Chemistry. To the student holding the highest rank in Chemistry for the year. \$65. First awarded 1915. Funded in 1915 by Frederick Goodrich Crane, of Dalton, Massachusetts, Class of 1884. Trustee of Phillips Academy, 1912-1923. Awarded 1959 to William Chapin Condit, Jr.

MARSH PRIZE. In Biology. To a student who has been outstanding in interest and attainment in the Biological Sciences. \$25. First awarded 1936. Sustained since 1950 by an anonymous donor in memory of Othniel C. Marsh, Class of 1951, one of the great paleontologists of his day. Awarded 1959 to Frederick Pollard Goff.

BAUSCH & LOMB HONORARY SCIENCE AWARD MEDAL. For exceptional progress in science studies. First awarded 1945. Awarded 1959 to William Chapin Condit, Jr.

GRAHAM PRIZE. In Science. To that member of the graduating class attaining the highest average grade in ten hours of the Natural Sciences studied while at Phillips Academy. \$1000. First awarded in 1946. Funded in 1945 from a

PHILLIPS ACADEMY

bequest of James C. Graham, Instructor in Science at Phillips Academy, 1892-1937. Awarded 1959 to William Chapin Condit, Jr.

WADSWORTH PRIZE. In Biology. To the student holding the highest rank in Biology for the year. \$30. First awarded 1953. Funded in 1952 by William S. Wadsworth, M.D., Class of 1887. Awarded 1959 to Wayne Reimer Matson.

DEPARTMENT PRIZE. To that boy taking elementary physics who receives the highest grade on a prize examination. A book. First awarded 1956. Sustained by an anonymous donor. Awarded 1959 to Edgar Erastus Clark, Jr.

LABORATORY PRIZE. In Biology. To a student outstanding in interest and attainment in laboratory work in the Biological Sciences. \$10 in laboratory equipment of the winner's choice. First awarded 1958. Sustained by the Biology Department. Awarded 1959 to Stephen Ronald Hobson.

SCOVILLE PRIZE. To a student or students for an original paper or project exhibiting creative thinking or ingenuity in the Physical Sciences or Mathematics, preferably not in assigned course work. \$50. Sustained by Anthony Church Scoville, Class of 1958, in memory of his grandfather, Herbert Scoville. First awarded 1959 to Sandow Sacks Ruby.

MUSIC

CUTTER PRIZES. For proficiency in orchestral, especially stringed, instruments. \$35, \$20. First awarded 1924. Funded in 1925 by Rev. C. F. Cutter, Class of 1871, in memory of his father, Charles Cutter, Class of 1840. Awarded 1959 to (1) David Elbert Austin, (2) Charles William Davenport Hanson, Jr.

POYNTER PRIZE. To that member of the Phillips Academy Choir who, in the judgment of the Choirmaster, has been the most useful member of that organization. \$30. First awarded 1945. Funded in 1943 by Horace Martin Poynter, Class of 1896, and Mrs. Poynter, of Andover, in memory of their son, Edward Pitkin Poynter, Class of 1940, who gave his life for his country in the aviation service in July, 1943. Awarded 1959 to David Haslam Walsh.

JONES PRIZE. To that member of the Phillips Academy Orchestra who, in the judgment of the Director of Music, has been the most useful member of that organization. \$25. First awarded 1946. Funded in 1945 by Edward T. Jones in memory of his son, Ainsworth B. Jones, of the Class of 1939, who gave his life for his country in the aviation service in July, 1943. Awarded 1959 to Daniel Drake Reiff.

COLLIER PRIZES. For proficiency in the playing of the piano. \$15, \$10. First awarded 1947. Funded in 1946 by Mrs. Milton Collier and I. Alfred Levy in memory of Milton Collier. Awarded 1959 to (1) Carl Lauppé, III, (2) George Fuller.

FULLER MUSIC PRIZE. To a musical student who, irrespective of need, has demonstrated high character and special musical aptitude. The recipient will assume responsibility for playing the carillon in the Memorial Tower. \$500. First awarded 1951. Funded 1959 by Samuel Lester Fuller, Class of 1894. Awarded 1959 to George Fuller.

BAND PRIZE. To that member of the Phillips Academy Band who, in the judgment of the Director of Music, has been the most useful member of that organization. \$25. First awarded 1953. Sustained by the Department of Music. Awarded 1959 to John Seymour Howland.

PHILLIPS ACADEMY

ART

MORSE PRIZE. To the student who best combines native creative ability with craftsmanship, as evidenced in a developed personal style. \$25. First awarded 1932. Funded 1942 by Winslow Amcs, Class of 1925, in honor of Samuel Finley Breese Morse, Class of 1805. Awarded 1959 to Nathaniel Foote Jessup.

THOMPSON PRIZE. For improvement in drawing and painting. \$25. First awarded 1932. Funded in 1955 by Mrs. Frances Thompson Heely in memory of her brother, Augustus Porter Thompson, 3d, Class of 1928. Awarded 1959 to Joseph Clive Enos, III.

ADDISON GALLERY ASSOCIATES PRIZE. To a student who has distinguished himself in art as well as in other activities. \$25. First awarded 1941. Sustained by the Addison Gallery Associates. Awarded 1959 to Thomas Anderson Standish, III.

JOHN ESTHER GALLERY PRIZE. To the student who has shown through his work the clearest understanding of art. \$25. First awarded 1943. Sustained by Mr. and Mrs. Patrick Morgan. Awarded 1959 to Peter Hagemann.

ATHLETICS

FACULTY GOLF CUP. To the winner of the Varsity Golf Squad competition. Winner's name inscribed on Cup. Presented in 1927 by the Faculty of Phillips Academy. First awarded 1927. Awarded 1959 to George Albert Wilson.

KILPATRICK TROPHY. To the winner of the Andover versus Exeter track meet. A bowl. Winner's name inscribed on bowl, to be held for one year by the winning Academy. Replica to the captain or co-captains of the winning team. Trophy presented in 1938 by John Reed Kilpatrick, Class of 1907, and replicas sustained by him. First awarded 1938. Awarded 1959 to Phillips Academy and to Ronald Hines and Edward Adams Rice, co-captains of track.

SCHUBERT AWARD. To a member of the Senior Class who has excelled in varsity athletics and who has best exemplified the qualities of sound character, cheerfulness, and good sportsmanship on the athletic field. A gold medal, and winner's name inscribed on a plaque. Funded in 1951 by the Eta Delta Phi Society, in memory of Edmund John Schubert of the Physical Education Department. First awarded 1944. Awarded 1959 to William Penn Snyder, IV.

CROSS COUNTRY CUP. To the member of the Cross Country Team who during the season has displayed outstanding sportsmanship, performance, and team spirit. Winner's name inscribed on Cup. Presented in 1952 by the members of the cross country squad in honor of their coach, Norwood Penrose Hallowell. First awarded 1953. Awarded 1959 to Dwight Stuessy, Jr.

BASKETBALL TROPHY. To the club basketball player who has contributed most to club basketball. Winner's name inscribed on trophy. Presented in 1953 by the members of the Varsity Basketball Team. First awarded 1953. Awarded 1959 to John William Matton.

FAGAN SQUASH RACQUETS TROPHY. To the winner of the Fagan Trophy Tournament. Winner's name inscribed on Trophy. Presented in 1954 by Charles Aloysius Fagan, III, Class of 1954, in honor of his father, Charles Aloysius Fagan, Jr. First awarded 1954. Awarded 1959 to Kirby Jones.

LACROSSE TROPHY. To the Lacrosse player, excluding the captain, who

PHILLIPS ACADEMY

through enthusiasm and love for the sport has inspired his teammates with the will to win. Winner's name inscribed on Trophy. Presented in 1954 by the members of the lacrosse squad in honor of their coach, John Richard Lux. First awarded 1954. Awarded 1959 to Arthur Merriam Rogers, Jr.

SMITH HOCKEY CUP. To a member of the Hockey Team, exclusive of the captain, who is in good scholastic standing and who during his association with hockey has contributed most to the sport and to the school by representing its ideals through sportsmanship, endeavor, and ability. A silver cup. Funded in 1954 by Sumner Smith, Class of 1908. First awarded 1954. Awarded 1959 to William Wade Bevis.

CREW CUP. To the boy who has contributed most in the way of team spirit and sportsmanship to the Crew. Winner's name inscribed on Cup. Presented in 1955 by the members of the rowing squad, in honor of their coach, William Hayes Brown, Class of 1934. First awarded 1955. Awarded 1959 to William Farnam Sanford, Jr.

TRACK TROPHY. To the member of the winter and spring varsity track squad who exhibits outstanding character and will to win. Winner's name inscribed on Trophy. Presented by the members of the 1955 winter and spring track squads in honor of their coach, Stephen Stanley Sorota. First awarded 1955. Awarded 1959 to Ronald Hines.

PRESS CLUB TROPHY. To the boy who has proved through his performance on the athletic fields to be the most capable athlete of the whole year. Winner's name inscribed on Trophy and winner receives replica of Trophy. Trophy presented in 1956 by the members of the Press Club of Phillips Academy and replicas sustained by the Club. First awarded 1956. Awarded 1959 to Henry Grover Higdon.

SHERIDAN MEDAL. To the student who has contributed most to the intramural athletic program. A gold medal. Funded in 1956 by bequest of Fannie J. Sheridan, in memory of her grandson, Harold Joseph Sheridan, Jr., Class of 1943, who gave his life for his country as a member of the United States Marine Corps in September 1944. First awarded 1957. Awarded 1959 to Erik Sheldon Lunde.

FOOTBALL TROPHY. Presented in 1955 by the members of the Junior Varsity 1 Football Team. Awarded annually to the two members of the Junior Varsity 1 Team who contributed most to Andover football below the Varsity level. Awarded 1959 to David Baskett Rogers and Robert Anthony Rosati.

OTHER PRIZES

AURELIAN HONOR SOCIETY PRIZE. To a member of the graduating class who, in the opinion of the Faculty and his classmates, is outstanding in sterling character, high scholarship, and forceful leadership. Books. First awarded 1936. Sustained by the Aurelian Honor Society. Awarded 1959 to Thomas Anderson Standish, 3rd.

AYARS PRIZE. To a member of the Senior Class who, through worth, perseverance and seeking after excellence, has created for himself a position of respect and admiration in the school community. \$50. First awarded 1956. Funded in 1957 by Mr. and Mrs. James S. Ayars in memory of their son, James Sterling Ayars, Jr., Class of 1949. Awarded 1959 to Garrett Kirk, Jr.

PHILLIPS ACADEMY

BIERER PRIZE. To a student who is outstanding in character and personality. \$25. First awarded 1944. Sustained by Eugene S. Bierer, Class of 1943. Awarded 1959 to William Wade Bevis.

BUTLER-THWING PRIZE. To the member of the Junior Class with highest marks in entrance examinations. \$30. First awarded 1915. Funded in 1918 by Capt. Phillips Butler-Thwing, Class of 1900. Awarded 1959 to Thomas Strong Gilbert.

FACULTY PRIZE. To the Senior graduating with the highest average in scholarship. \$100. First awarded 1912. Funded in 1923 by Sanford H. E. Freund, Class of 1897, and increased in 1955 by his sister, Miss Camille E. Freund. Awarded 1959 to Stephen Campbell Aldrich.

FEDERATION OF HARVARD CLUBS PRIZE. To a member of the Upper Middle Class, preparing for college, recommended by the Headmaster and Faculty for high scholarship and character. A book. First awarded 1911. Sustained by the Harvard Club of Andover. Awarded 1959 to Joseph Markel Prah.

FULLER PRIZE. To a member of the Senior Class who, having been at Andover not less than two years, has best exemplified and upheld in his life and work at Andover the ideals and traditions of the school. A gold medal. First awarded 1912. Funded in 1959 by Samuel Lester Fuller, Class of 1894. Awarded 1959 to Thomas Anderson Standish, 3rd.

HOPPER PRIZE. To a student worker in the Commons who is outstanding in industry, cooperation, and unselfishness. \$100. First awarded 1954. Funded in 1953 by friends of Henry Hopper who, for thirty-eight years, served Phillips Academy with industry, cooperation, and unselfishness. Awarded 1959 to Louis Vincent Kovi.

IMPROVEMENT PRIZE. To a member of the Senior Class who has been a student at Andover for at least two years and who has shown the greatest development of character and scholarship. \$100. First awarded 1941. Sustained by a member of the Class of 1916. Awarded 1959, \$100 each, to Peter Charles Schlaifer and Sven Erik Hsia.

KEYES PRIZE. To a boy who in his Lower Middle year shows outstanding qualities of character, leadership, scholarship and athletic ability. \$50. Funded 1958 by Langley C. Keyes, Class of 1920. First awarded 1959 to Patrick McLoskey Westfeldt, Jr.

KINGSBURY PRIZE. To a student of outstanding character, who, in the judgment of the Headmaster, is especially distinguished for perseverance and resolution. \$50. First awarded 1943. Funded in 1945 by Dr. and Mrs. John A. Kingsbury in memory of their son, John Adams Kingsbury, Jr., Class of 1934. Awarded 1959 to Maynard Joy Toll, Jr.

LIBRARY PRIZE. For the best student library collected. \$20. Sustained by the Friends of Oliver Wendell Holmes Library since 1956. Awarded 1959 to (1) Andrew John Combe, (2) William Rotch Ferguson. Honorable Mention: David Warner Dumas.

LORD PRIZE. To a Senior who during his residence at Phillips Academy has displayed in his daily actions and personal contacts a genuinely fine character. A selection of books. First awarded 1947. Sustained by Mason Faulconer Lord, Class of 1944. Awarded 1959 to Dexter Clark Koehl.

PHILLIPS ACADEMY

MIRROR PRIZE. To the student who has published the best short story, poem, one-act play, or any creative literary effort during the 1959-1960 school year. \$50. To be awarded 1960. Given by the 1958-1959 *Mirror* Board.

PHILLIPIAN PRIZE. For outstanding service rendered to the *Phillipian*. \$50. First awarded 1931. Funded in 1931 by James Q. Newton, Class of 1929, and Business Manager of the *Phillipian* during his Senior year. Awarded 1959 to Gerald David Secundy.

SCHWEPPE (RICHARD JEWETT) PRIZE. To a member of the Senior Class in recognition of an unusual spirit of cooperation and friendliness. \$100. First awarded 1947. Funded in 1946 by Mrs. Richard J. Schweppe in memory of her husband, Richard Jewett Schweppe, Class of 1896. Awarded 1959 to David Haslam Walsh.

STEARNS PRIZE. In honor of Dr. Alfred E. Stearns, Class of 1890. Headmaster of Phillips Academy 1903-1933, to a student who, through conscientious effort, high ambition and courage, outstanding character and excellent deportment, has made Phillips Academy a better and more friendly place in which to live. \$100. First awarded 1951. Supported, beginning in 1959, by the Roger C. Sullivan Fund, established in 1921 by Boetius H. Sullivan, Class of 1905. Awarded 1959 to Myron Perry Simmons.

ABBOT STEVENS PRIZE. To a member of the Senior Class, upon recommendation of the Faculty, who through his character and leadership has made a significant contribution to the Academy and to his classmates. Funded in 1959 by Mrs. Abbot Stevens, in memory of her husband, Abbot Stevens, Class of 1907. First awarded 1959 to John Gibson IV.

SULLIVAN PRIZES. To those members of the Senior, Upper Middle, Lower Middle, and Junior Class who made the greatest improvement in scholarship during the previous school year. Four prizes of \$200 each, awarded in the fall. First awarded 1921. Funded in 1921 by Boetius H. Sullivan, Class of 1905, in memory of his father, Roger C. Sullivan. Awarded 1957-58 to John Anton Mayer, Willard Scott Thompson, Nicholas Van Houten Kip, Thomas Elmer Pollock, III. 1959 awards to be announced.

VAN DUZER PRIZES. Two prizes of \$350 each, awarded as outlined below. (a) **ANDOVER-HARVARD.** "The income is awarded annually on the basis of high scholarship to a member of the incoming Senior Class who is preparing for Harvard, the award to be announced at the close of the student's Upper Middle year on the basis of his record up to that time." Awarded 1958 to Michael Serge Horn. (b) **HARVARD-ANDOVER.** "The income is available for a graduate of Phillips Academy during his Freshman year in Harvard College, the award based on high scholarship, to be announced at the close of the recipient's Senior year in the school." Awarded 1958 to Michael Anthony Slote. First awarded 1912. Funded in 1928 from a bequest of Henry S. Van Duzer, Class of 1871. 1959 awards to be announced.

WARREN PRIZE. To a member of the Senior Class preparing to enter Amherst College who, on the basis of character and scholarship, is deemed most deserving of the award by the Faculty. \$50. First awarded 1926. Funded in 1925 by Frank Dale Warren, Jr., Class of 1915, in memory of his father, Class of 1879. Awarded 1959 to George Edward White.

PHILLIPS ACADEMY

WELLS PRIZE. To a member of the Junior Class who has displayed the outstanding qualities of loyalty, perseverance, and sterling character which characterized the boy in whose memory this prize is given. \$50. First awarded 1953. Sustained by Mr. and Mrs. J. Brent Wells in memory of their son, Anthony Peter Wells, admitted to the Class of 1956. Awarded 1959 to William Henry Chickering, III.

YALE BOWL. To that member of the Senior Class who has attained the highest proficiency in scholarship and athletics. First awarded 1902. Sustained by the Yale Club of Boston. Awarded 1959 to David Brooks Smoyer.

NOTE—The dates given above are those of the years in which the several prizes, as sustained or established, were first awarded.

PHILLIPS ACADEMY

SCHOLARSHIP FUNDS

Scholarships are provided by the Trustees from the income of the following funds:

*HON. WILLIAM PHILLIPS (1795; 1804). Begun with a gift from Hon. William Phillips and increased by his bequest of \$4,000	\$ 4,633.33
*STUDENTS' EDUCATIONAL FUND (1854). Begun with a gift of one hundred dollars from the Senior Class of 1854. Since then increased by the accumulation of income and by other gifts, including one of \$1,000 from Edward Taylor, Treasurer of Phillips Academy, 1868-1889.	7,762.64
*SAMUEL FARRAR (1865). Bequest of Samuel Farrar, 1803, Treasurer of Phillips Academy, 1808-1840. (A part of this fund is for other purposes.)	22,000.00
*JANE AIKEN CLARKE (1870). James G. Clarke, Class of 1839, in memory of his mother.	1,200.00
†PETER SMITH BYERS (1878). John Byers, Class of 1848, in memory of his brother, Class of 1847.	500.00
*CLASS OF 1878 (1878). Senior Classical class.	1,200.00
†JONATHAN TAYLOR (1878). Edward Taylor, Treasurer of Phillips Academy, 1868-1889, in memory of his father.	1,000.00
*HIRAM W. FRENCH (1879), Class of 1839.	1,000.00
*CAROLINE PARKER TAYLOR (1880). Mrs. Alpheus Hardy, in memory of the wife of Dr. Samuel H. Taylor, Principal of Phillips Academy, 1838-1871.	1,000.00
*GERARD SUMNER WIGGIN (1882). Bequest of Lady Elizabeth Sumner Buckley-Mathew Fleming, in memory of her son, Class of 1875.	1,000.00
*STONE EDUCATIONAL FUND (1882). Mrs. Valeria G. Stone of Malden.	26,400.00
*RICHARDS (1889). Mrs. Mary A. Richards, of Andover, in memory of her sons, Charles Thomas Richards, assistant in the Treasurer's Office of Phillips Academy, and Edward Stanley Richards, Class of 1875.	1,450.14
*WARREN F. DRAPER (1890), Class of 1843.	1,000.00

*For general scholarship purposes

†For general scholarship aid for boys from Andover

PHILLIPS ACADEMY

‡CHARLES L. FLINT (1890). Bequest of Charles L. Flint, Class of 1845.....	5,000.00
*HENRY P. HAVEN (1890). Trustees of Henry P. Haven estate, of New London, Conn.....	1,000.00
*EMMA LANE SMYTH (1890). Gov. Frederick Smyth, of New Hampshire, Class of 1839, in memory of his wife.....	1,000.00
*JAMES AND PERSIS TAYLOR (1890). Mrs. Mary E. Fairbanks, sister of Dr. Samuel H. Taylor, in memory of her father and mother.....	1,000.00
*JOSEPH DOWE (1892). Bequest of Joseph Dowe, Class of 1817....	3,097.98
†JOHN CORNELL (1894). Bequest of John Cornell. Recommended by the School Committee of Andover.....	5,000.00
*JAMES CALVIN TAYLOR (1895). Mrs. Mary E. Fairbanks, in memory of her brother, Class of 1840.....	1,000.00
*MARY W. HOLBROOK (1900).....	500.00
*CARTER (1906). Mrs. Ruby A. Carter, of Andover, in memory of her husband and daughter.....	1,500.00
*HERMAN VERHOEFF HARTWELL (1907; 1926). Mr. and Mrs. Frank N. Hartwell, in memory of their son, Class of 1908....	5,000.00
*GEORGE RIPLEY (1908). Bequest of George Ripley.....	2,500.00
†T. AUGUSTUS HOLT (1909). Bequest of T. Augustus Holt.....	26,003.24
*JAMES HUNTINGTON (1910; 1931). The widow and daughter of James Huntington, Class of 1848.....	2,000.00
*ALLAN MORSE PENFIELD (1913). Bequest of Allan Morse Penfield, Class of 1904.....	1,000.00
*GEORGE B. KNAPP (1914). Katharine Knapp estate, in memory of her brother, Trustee of Phillips Academy, 1899-1919.....	5,000.00
*THOMAS A. EMERSON (1917). Rev. Thomas A. Emerson, Class of 1859, and Mrs. Emerson.....	2,000.00
ROBERT HENRY COLEMAN (1919). Mrs. John Coleman, in memory of her son, Class of 1912, who died in the military service of the United States, 1918.....	6,000.00

"The income is awarded annually at the end of his Junior year to a student of limited means, who, in the judgment of the Headmaster, has displayed the most promise of maintaining the highest standard of worth, measured by character, scholarship, and general influence in the school."

Awarded 1958-1959 to Peter Winship.

‡For general scholarship aid; preference to boys from Middleton

*For general scholarship purposes

†For general scholarship aid for boys from Andover

PHILLIPS ACADEMY

*GEORGE XAVIER McLANAHAN (1919). His mother and sister, in memory of George Xavier McLanahan, Class of 1892.....	10,000.00
"The income is used annually for the assistance of a worthy student or students of limited means."	
GORDON FERGUSON ALLEN (1920; 1957). James F. Allen, of Meriden, Conn., and his sons, Parker B. Allen, Class of 1914, and Theodore F. Allen, Class of 1915, in memory of Gordon Ferguson Allen. Increased in 1957 by Theodore F. Allen.....	10,000.00
"The income is awarded annually to a deserving student of character and promise and of limited means."	
Awarded 1958-1959 to John Townsend Darnton.	
*REV. WILLIAM HENRY AND ELLEN CARY HASKELL (1920; 1936). Rev. William Henry Haskell, Class of 1856, and his five sons, Classes of 1883, 1888, 1890, and 1895.....	3,000.00
*HARRIET L. ERVING (1922). Bequest of Miss Harriet L. Erving, of Andover, for thirty years assistant in the Treasurer's Office	1,500.00
*SAMUEL M. EVANS (1922), Class of 1887. (A part of the fund is for other purposes.).....	2,000.00
CHARLES C. CLOUGH (1923). Princeton University classmates and friends of Charles C. Clough, Class of 1906.....	5,000.00
"The income is awarded annually on recommendation of the Senior Class to that member of the Upper Middle Class who is of limited means, and who most embodies those qualities of manliness, loyalty, cheerfulness, high purpose, and clean living which were conspicuous in the character of him in whose memory this scholarship was established."	
Awarded 1958-1959 to Thomas Cowen Poole.	
*FRANK BUTLER WALKER (1923). Bequest of Mrs. Mary C. B. Walker, in memory of her son, Class of 1889.....	1,425.00
*ABRAHAM B. COFFIN (1924). Bequest of Abraham B. Coffin, Class of 1852.....	2,000.00
ALFRED HOWLETT DURSTON (1926). Marshall H. Durston, Class of 1900, in memory of his brother, Class of 1897.....	5,000.00
"The income is awarded annually to a student of limited means who, in the judgment of the Headmaster, embodies the best ideals of student life, scholarship, character, and influence."	
Awarded 1958-1959 to Robert Hamill Nassau.	
SMITH LEWIS MULTER, JR. (1926). Smith Lewis Multer, in memory of his son, Class of 1923.....	5,000.00
"The income is awarded annually at the close of his Upper Middle year to a worthy student of limited means who, in the judgment of the Headmaster, has exhibited promise in scholar-	

*For general scholarship purposes

PHILLIPS ACADEMY

ship and qualities of leadership and wholesome influence in the general activities of the school."

Awarded 1958-1959 to Ralph Nathaniel Johanson, Jr.

*AMASA J. WHITING (1927; 1955). Bequest of Mrs. May C. W. Speare, in memory of her father.....	5,159.50
*JAMES H. HASTE (1930; 1933-34; 1944). Bequest of James H. Haste, Class of 1894.....	241,074.18
WILLIAM THOMPSON REED MEMORIAL (1930; 1957). His father and mother and members of his family, in memory of William Thompson Reed, Class of 1929.....	12,565.34
"The income is awarded annually to a student of character and promise at the beginning of his Senior year."	
Awarded 1958-1959 to Duncan McLean Kennedy.	
*HENRY WALDO GREENOUGH (1931; 1937). Bequest of Henry Waldo Greenough, Class of 1889.....	2,000.00
*MONCRIEFF M. COCHRAN (1932). Bequest of Moncrieff M. Cochran, Class of 1900.....	2,500.00
*BANCROFT (1933). Bequest of Cecil K. Bancroft, Class of 1887, Registrar of Phillips Academy 1906-1932, in memory of his father, Dr. Cecil F. P. Bancroft, eighth Principal of Phillips Academy.....	2,000.00
SCHUYLER BUSSING SERVISS MEMORIAL (1936). Mrs. Charlotte B. Serviss, in memory of her son, Class of 1898.....	5,000.00
Awarded 1958-1959 to John Albert Bissell.	
*OSGOOD JOHNSON (1937). Bequest of Helen O. Sprague, in memory of her grandfather, Principal 1833-37, and her father, Class of 1848. For New England-born students.....	500.00
†DAVID AND LUCY HAYWARD SHAW (1939). Bequest of Lucy Hayward Shaw (Mrs. David).....	10,000.00
AUGUSTUS PORTER THOMPSON (1942). Mrs. Augustus P. Thompson, of Andover, in memory of her husband, Class of 1892....	5,000.00
"The income is awarded annually to a boy who, in the judgment of the Headmaster, is outstanding in intelligence and character."	
Awarded 1958-1959 to William Alexander Bell, Jr.	
*SUMNER SMITH (1943). Class of 1908. Balance of income after the Smith Hockey Cup (see page 88).....	1,142.31
JULIA E. DRINKWATER MEMORIAL (1944-56). Arthur Drinkwater, Class of 1896, and William Drinkwater, Class of 1900, in memory of their mother.....	10,443.12
"The income is awarded annually to deserving students of character and promise and limited means."	

*For general scholarship purposes

†For general scholarship aid for boys from Andover

PHILLIPS ACADEMY

Income from the William Drinkwater Fund currently added to that of this fund.

Awarded 1958-1959 to Henry George Atha, Jr. and John Silas Coggeshall.

CHARLES W. CARL (1944-46; 1950-53; 1955-56), Class of 1910	25,000.00
"Income to be used during his Senior year by an outstanding student who is a member of an Academy athletic team, and who, in a previous year, has received other scholarship aid from the Academy and has indicated his intention to enter Yale University."	

Awarded 1958-1959 to Toomas Juhan Kukk.

RICHARD STRONG FOXWELL (1945). Mrs. Gilbert M. Foxwell, in memory of her son, Class of 1922.....	2,500.00
"Income to be awarded annually to a deserving student of limited means to meet the regular expenses of the school."	

Awarded 1958-1959 to Michael Ashton Burlingame.

*ARTHUR L. KERRIGAN (1945), Class of 1915.....	2,500.00
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*ABBOT STEVENS (1945; 1946), Class of 1907. Trustee 1935-58; Treasurer 1949-58.....	20,000.00
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HERBERT E. STILWELL (1945; 1954). Mr. and Mrs. Charles E. Stilwell, of Cleveland, Ohio, in memory of their son, Class of 1941, who was lost in the English Channel on a mission during the war.....	19,720.17
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"Income to be awarded annually to a student of limited means who, in the judgment of the Headmaster, gives evidence of those qualities of character, initiative, leadership and loyalty which contribute to real American citizenship."

Awarded 1958-1959 to Stuart Henrik Edward Wrede.

CECIL K. BANCROFT (1946). Bequest of Mary E. Bancroft, in memory of her brother, Class of 1887, Registrar and Instructor at Phillips Academy, 1906-1932.....	3,000.00
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*LEONARD A. HOCKSTADER (1946), Class of 1896.....	2,500.00
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MOSES AUSTIN CARTLAND SHACKFORD (1946). Professor Martha Hale Shackford, of Wellesley, Mass., in memory of her brother, Class of 1891.....	5,000.00
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"Income to be awarded annually to a boy of good character and of limited means, preferably from New Hampshire and preferably pursuing a classical course."

Awarded 1958-1959 to David Haslam Walsh.

MACINTYRE (1946-47; 1951). John Livingston Macintyre, of the Class of 1942, Mrs. John L. Macintyre, and Mr. and Mrs. Mac-	
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*For general scholarship purposes

PHILLIPS ACADEMY

kenzie Macintyre, of Aurora, Ill., in memory of Mackenzie Macintyre's parents.....	12,100.34
"Net income is awarded annually to a worthy student of limited means who, in the judgment of the Headmaster, has exhibited promise in scholarship, qualities of leadership and wholesome influence in the general activities of the school."	
Awarded 1958-1959 to Stephen Palmer Bryant.	
*ROBERT D. MILLS (1947). Bequest of Robert D. Mills, Class of 1893	500.00
†GEORGE F. ROBERTS (1948). Bequest of Mary A. Roberts.	2,000.00
RAY A. SHEPARD (1949-50; 1953). Friends of Ray A. Shepard, Athletic Director of Phillips Academy, 1919-1949.	2,595.35
"The income is awarded annually to a boy of limited means who has shown evidence of excellent character and marked ambition."	
Awarded 1958-1959 to Edward Adams Rice.	
SUISMAN FOUNDATION (1949-50; 1953; 1955-56). The Suisman Foundation, Inc., Edward A. Suisman, John R. Suisman, Class of 1955, Michael Suisman, Class of 1947, and Richard Suisman, Class of 1950.	15,000.00
"Income is to be awarded annually to a student selected by the Scholarship Committee."	
Awarded 1958-1959 to Edward Robert Shapiro.	
*NEWTON-HINMAN (1950). Ahlers Association, in honor of Frederick E. Newton, Class of 1893, and George W. Hinman, Class of 1894, former instructors at Phillips Academy and faculty guardians of the PBX Society.	22,243.17
*SOCIETY SCHOLARSHIPS. The following funds for scholarship purposes were established through the generosity of the Secret Societies at the time of their dissolution.	
*AGC SOCIETY (1950). The Rogers Associates, Inc.	24,461.94
Balance of income after the Benner Prize (see page 82)	
*AUV SOCIETY (1950). AUV Corporation.	35,000.00
*EDP SOCIETY (1950). The Eta Delta Phi Society.	5,000.00
Balance of income after the Schubert Award (see page 87)	
*FLD SOCIETY (1950; 1956). The Davison Associates, Inc.	18,115.14
*KOA SOCIETY (1950). The Blodgett Association.	35,176.17
*PAE SOCIETY (1950). The Cooley Association.	35,000.00
*PBX SOCIETY (1950). (See Newton-Hinman, above)	
*PLS SOCIETY (1950). Phi Lambda Sigma Association.	17,000.00

*For general scholarship purposes

†For general scholarship aid for boys from Andover

PHILLIPS ACADEMY

*ANONYMOUS (1951).....	1,000.00
RICHARD JEWETT SCHWEPPE MEMORIAL (1951-53; 1957-58). Mrs. Richard J. Schweppe, in memory of her husband, Class of 1896. "Income for a scholarship(s) to be awarded annually to a student who shows promise of leadership, responsibility and enthusiasm," and for a prize. Scholarship(s) to be first awarded 1959.....	38,000.00
*ISABEL C. MCKENZIE (1952). Bequest of Mrs. Isabel C. McKenzie.....	25,000.00
*AUV SOCIETY-JAMES C. GRAHAM MEMORIAL (1955). AUV Corporation, in memory of James C. Graham, instructor at Phillips Academy, 1893-1937.....	10,500.00
CHAUNCEY O'NEIL (1955-1958). Edward O'Neil, II, Class of 1927, in memory of his father, Class of 1899.....	27,000.00
"The income to be awarded annually to a boy or boys from Western Pennsylvania."	
Awarded 1958-1959 to David Baskett Rogers and William Su-lian Cheug.	
HORACE MARTIN POYNTER (1955-59). His wife, Elsie P. Poynter, and his sisters, Juliet J. Poynter and Harriet R. Poynter, in memory of Horace Martin Poynter, Class of 1896, instructor at Phillips Academy 1902-1945. Scholarship to be first awarded in 1960.....	21,772.65
Income partially subject to an annuity; balance now accumulating.	
*G. LOUISE AND NELSON ROBINSON (1955; 1957). Bequest of Mrs. G. Louise Robinson de Dombrowski; and in memory of her uncle, Nelson Robinson.....	890,308.22
WALTER BROOKS MEMORIAL (1956). The Walter Brooks Foundation, in memory of Walter Brooks.....	30,000.00
HAMILTON (1956-58). John D. M. Hamilton, Class of 1913, in memory of his father, J. D. M. Hamilton.....	16,583.44
"The income is to be used to assist a boy or boys who may be in need of financial aid and who reside in the United States west of the Mississippi River."	
Awarded 1958-1959 to Douglas Robert Jenner.	
EVERT W. FREEMAN (1956-58). Bequest of Evert W. Freeman, Class of 1917.....	29,380.23
"The income to be awarded annually to a student who shows promise of substantial accomplishment, but who for the time being is in financial need."	
Awarded 1958-1959 to Colin Sanderson.	

*For general scholarship purposes

PHILLIPS ACADEMY

JOSEPH KAPLAN (1956-59). Joseph Kaplan and other donors.	17,750.00
"The income is awarded annually at the end of the Senior year to a student, or students, of limited means for use in the freshman year at college, the award to be made with due regard to fine character and promise of adult usefulness."	
Awarded 1958-1959 to Louis Arthur Domingue and Peter Edward Maxim.	
*LOUIS N. BENNETT MEMORIAL (1957-58). Bequest of Mrs. Josephine C. S. Blaisdell, in memory of her brother, Class of 1893.	1,000.00
ALEXANDER ANGUS McDONELL, JR. (1957-58). Mrs. Alexander Angus McDonell, in memory of her son, Class of 1935, who gave his life for his country as a member of the United States Air Force on June 20, 1944.	21,435.06
First awarded 1958-1959 to George Byron Houpis.	
*PUTNEY (1957). R. Emerson Putney, Class of 1928.	5,067.28
*ANONYMOUS (1957-58). Income now added to fund.	3,118.28
WILLIAM DRINKWATER (1958). Bequest of William Drinkwater, Class of 1900. Unrestricted. Income currently added to that of the Julia E. Drinkwater Memorial Fund.	25,111.11
INDIANA (1958). Bequest of James C. Thornton, Class of 1904. Preference to boys from Indiana. Income now accumulating.	7,267.81
*ALFRED O. HITCHCOCK, JR. (1959). Bequest of Alfred O. Hitchcock, Jr., Class of 1895.	600.00
*HELEN DAVIS HOOD (1959). Bequest of Helen Davis Hood (Mrs. Gilbert H.)	5,000.00
MAY T. MORRISON (1959). May T. Morrison Estate.	10,000.00
*For general scholarship purposes	

ANNUAL GIFT SCHOLARSHIPS

PHILLIPS SOCIETY SCHOLARSHIP. "Two awards of \$200 each to two deserving and needy students, nominated by the Headmaster, who have attended Phillips Academy for at least one year." Sustained (since 1934) by the Phillips Society. Awarded 1958-1959 to Larry Madison Parker and Daniel Drake Reiff.

ALAN FOX SCHOLARSHIP. "To be awarded each year in the amount of \$500 to that boy in need of financial assistance who in the opinion of the faculty gives promise of attaining the same breadth of character and intellect as had the man in whose memory this scholarship is given." Sustained (since 1942) by Joseph C. Fox, Class of 1934, in memory of his father, Alan Fox, Class of 1899. Awarded 1958-1959 to Lawrence V. Stucki.

PHILIP B. STEWART SCHOLARSHIP(S). \$1500. To be used for not more than two scholarships in the Senior class. Sustained by the Sarah Frances Hutchinson Cowles Fund, Inc., in memory of Philip B. Stewart, Class of 1882. To be first awarded in 1959.

THE NEW ENGLAND SOCIETY IN THE CITY OF NEW YORK. Award of \$500 to a boy from New York Metropolitan Area. To be awarded 1959-60 by The New England Society in the City of New York.

PHILLIPS ACADEMY

ALUMNI REPRESENTATIVES

Whenever possible, it is highly desirable that candidates come to Andover for a personal interview with the Director of Admissions, the Admissions Officer, or one of the interviewing officers. Candidates unable to visit Andover should themselves arrange an interview with one of the Alumni Representatives listed below, who will be glad to meet with candidates at a mutually convenient time. Whether the interview is at Andover or elsewhere, an appointment should be made in advance. Attention is called to the office hours listed on page 17.

ALUMNI REPRESENTATIVES

(Arranged alphabetically by state. Foreign countries at end of listing.)

ALABAMA

Birmingham

ROBERT B. DONWORTH, JR., '42
White, Bradley, Arant, All & Rose
2100 Comer Building
ROBERT C. FORD, '29
THOMAS C. FORD, '26
Ford Tool & Carbide Co.
3716 Tenth Avenue

ARIZONA

Amado

KEITH S. BROWN, '31
Tucson-Nogales Star Route, Box 430

Phoenix

HOWARD K. BROWN, JR., '31
P.O. Box 190

Tucson

JOHN S. GREENWAY, '42
1634 North Olsen Ave.

ARKANSAS

Little Rock

GEORGE M. HAMPTON, '25
502 Union National Bank Bldg.
ROBERT L. GRIFFIN, '48
2107 North Palm Street

CALIFORNIA

Davis

DONALD M. REYNOLDS, '38
University of California
Department of Bacteriology

Los Angeles

WILLIAM T. ADAMS, '28
Hixson & Jorgensen, Inc.
3540 Wilshire Boulevard
BENJAMIN H. DORMAN, '25
10841 Wilkins Ave.
H. BURT REITER, '25
The Prudential Insurance Co.
5757 Wilshire Boulevard
WILLIS E. URICK, '34
1100 Roosevelt Bldg.
727 West Seventh St.
EDWARD S. WASHBURN, '33
810 South Spring Street

Marysville

HAROLD S. EDWARDS, '28
Box 1300

San Diego

GEORGE E. MUMBY, '24
5001 College Avenue

San Francisco

SHERMAN CHICKERING, '29
111 Sutter Street
TREVOR A. CUSHMAN, JR., '34
American Airlines
345 Powell Street
FRANCIS V. KEESLING, JR., '26
605 Market Street
WILLIAM H. KEESLING, '30
Allan, Miller, Groezinger, Keesling &
Martin
400 Montgomery Street

PHILLIPS ACADEMY

anta Barbara

MANCEL T. CLARK, JR., '28
400 Hot Springs Road

COLORADO

olorado Springs

B. DONALD SMITH, JR., '30
Second Street, Broadmoor

Denver

RICHARD M. DAVIS, '29
860 Gaylord Street
JOHN F. MALO, '40
2455 South Jackson Street
JOHN C. MITCHELL, 2ND, '34
2601 South Sheridan Boulevard
DAVID C. WILHELM, '38
740 High Street

CONNECTICUT

West Hartford

FRED I. KENT, II, '38
350 North Steele Road
J. READ MURPHY, '38
50 Lexington Road

DELAWARE

Wilmington

HON. CALEB R. LAYTON, III, '26
P.O. Box 46

DISTRICT OF COLUMBIA

Washington

R. DENNISON COURSEN, '36
5410 Duvall Drive, N.W.
DAVID W. KENDALL, '20
Apt. 21, 2101 Connecticut Ave.
A. MURRAY PRESTON, '31
Craighill, Aiello & Preston
725 15th Street, N.W.

FLORIDA

Jacksonville

LAURENCE F. LEE, JR., '40
Peninsular Life Insurance Co.
ARTHUR W. MILAM, '45
P.O. Box 58

Miami

D. PIERRE G. CAMERON, '21
Ransom School, 3575 Main Highway
Coconut Grove

Sarasota

LAWRENCE K. JENNINGS, '22
3460 Flamingo Ave.
JOHN M. MCGAULEY, '29
New England Life
310 Van Skike Bldg.

GEORGIA

Atlanta

FRANK F. FORD, '32
1015 Chattahoochee Ave., N.W.
ROBERT A. SEARS, M.D., '35
340 Boulevard

IDAHO

Boise

RICHARD W. HIRST, '28
1210 Happy Drive

ILLINOIS

Chicago

GARDNER BROWN, '24
30 W. Monroe Street
JEROME K. FREEDMAN, M.D., '47
Apt. 7-3, 210 East Pearson Street

Northfield

W. NEWTON BURDICK, JR., '35
217 Dickens Road

Skokie

R. NEISON HARRIS, '32
9444 Skokie Boulevard

Peoria

CHARLES H. KELLOGG, '35
908 Stratford Drive

INDIANA

Indianapolis

ROBERT B. FAILEY, JR., M.D., '34
57 East 57th Street
C. PERRY GRIFFITH, '45
1455 East 77th Street

IOWA

Clinton

EUGENE J. CURTIS, JR., '38
114 12th Avenue, South

Davenport

ALAN S. HOWARD, '27
2432 Fulton Avenue

PHILLIPS ACADEMY

Des Moines

WILLIAM C. MENNEL, '36
1072 31st Street

KENTUCKY

Louisville

WILLIAM H. ABELL, '28
Commonwealth Life Insurance Co.
4th and Broadway 21st floor
SAMUEL S. CALDWELL, JR., '29
Route 1, Box 404, Anchorage

LOUISIANA

New Orleans

C. HORTON SMITH, II, '28
108 Duplessis Street
PHILIP R. TOOHEY, '42
405 Hibernia Bank Building

Shreveport

DONALD A. RAYMOND, JR., '32
1132 Erie Street

MAINE

Auburn

WILLIS A. TRAFTON, JR., '36
323 Minot Avenue

Waterville

RICHARD N. DYER, '38
Director of Public Relations
Colby College

MARYLAND

Annapolis

H. RICHARD DUDEN, '43
49 Maryland Avenue

Baltimore

DR. WINSTON H. PRICE, '40
209 Edgevale Road

MICHIGAN

Detroit

FREDERICK G. BAHR, '47
2046 Penobscot Bldg.
WILLIAM G. BUTLER, '30
3456 Penobscot Bldg.
RT. REV. RICHARD S. EMRICH, '27
63 East Hancock Avenue
WILLIAM H. LEDYARD, '29
Ledell Forge & Mfg. Co.

8335 St. Aubin Street
RUSSELL H. LUCAS, '12
833 Penobscot Bldg.

Muskegon

WILLIAM G. DWYER, '33
Box 454

St. Clair

GEORGE H. HUNT, JR., '37
904 North Riverside

MINNESOTA

Duluth

ROBERT S. MARS, '15
3525 East Second Street
C. DOUGLAS WALKER, '18
2131 Woodland Ave.

Minneapolis

JOHN H. MACMILLAN, JR., '12
Cargill Elevator Co.
200 Grain Exchange
A. LACHLAN REED, '35
Minneapolis-Honeywell Regulator Co.
ARNE L. SCHOELLER, '48
1430 Rand Tower
J. KIMBALL WHITNEY, '46
Route 5, Wayzata
WHELOCK WHITNEY, JR., '44
Box 50, Route 5, Wayzata

MISSISSIPPI

Jackson

WILLIAM D. LYNCH, '38
134 Chippena Circle

MISSOURI

Kansas City

LOUIS H. EHRLICH, JR., '26
Rothenberg & Schloss Cigar Co.
932 Broadway
THOMAS H. LAWRENCE, JR., '31
6012 Morningside Drive
RICHARD H. SEARS, '20
The Barstow School
4950 Cherry Street

St. Joseph

F. GREGG THOMPSON, JR., M.D., '17
902 Edmond Street

PHILLIPS ACADEMY

t. Louis

JOHN SHEPLEY, '42
503 Locust Street

University City

GEORGE B. ATWOOD, '22
6345 Washington Street

MONTANA

Billings

LAWRENCE BARKER, '38
2620 Woody Drive

Great Falls

CHARLES A. BOVEY, '26
Box 1653

Philipsburg

F. WILLIAM VIETOR, '37
Rocking Chair Ranch

NEBRASKA

Omaha

JAMES A. C. KENNEDY, JR., '33
1502 City National Bank

NEVADA

Deeth

WILLIAM B. WRIGHT, JR., '50
Mary's River Ranch

Gardnerville

JOHN CROSBY, JR., '16

NEW MEXICO

Albuquerque

GREGORY H. ILLANES, JR., '38
424 12th Street, N.W.
ROBERT J. NORDHAUS, '27
Route 2, Box 710

NEW YORK

Amsterdam

LEON H. YOUNG, '20
22 Summit Avenue

Binghamton

CLAIR D. RUBLEE, JR., '46
160 Park Avenue

Buffalo

E. BARTON CHAPIN, JR., '36
115 North Harlem Road, Snyder

HAROLD P. RICH, '25
16 Clarendon Place

Ithaca

MICHAEL H. CARDOZO, '28
208 Dearborn Place
ANDREW SCHULTZ, JR., '32
230 Renwick Drive

New York City

BROMWELL AULT, '18
50 East 77th Street
PRESCOTT S. BUSH, JR., '40
Johnson & Higgins, 63 Wall Street
PETER CAPRA, '22
Boys' Club of New York
287 East 10th Street
JOSEPH C. FOX, '34
Kidder, Peabody & Co., 17 Wall St.
WILLIAM D. HART, '36
White & Case, 14 Wall Street
FRANK L. LUCE, JR., '27
300 Park Avenue
WILLIAM C. RIDGWAY, JR., '25
Crum & Forster Securities Corp.
110 William Street
J. ALEX SMITH, '18
McKinsey & Co., 60 E. 42 Street

Poughkeepsie

PAUL L. NASH, '49
178 Dutchess Turnpike

Rochester

JOHN H. CASTLE, JR., '34
Wilmot Castle Co.
1777 East Henrietta Road
SAMUEL P. CONNOR, JR., '24
Amsden-Connor-Mitchell, Inc.
146 Broad Street
MARTIN H. DONAHOE, JR., '31
343 State Street
RICHARD T. MITCHELL, '31
146 Broad Street

Rye

BERNARD L. BOYLE, JR., '27
38 Highland Road

PHILLIPS ACADEMY

Syracuse

DAVID H. NORTHRUP, '32
205 DeWitt Street
HARRY G. REMINGTON, '23
119 Hampton Road

NORTH CAROLINA

Charlotte 5

HOWARD SNOW, '21
2900 St. Andrews Lane

Durham

PEREGRINE WHITE, '29
2712 Legion Avenue

NORTH DAKOTA

Fargo

THOMAS L. POWERS, '20
1617 7th Street, South

OHIO

Cincinnati

RT. REV. HENRY W. HOBSON, '10
412 Sycamore Street
FLETCHER E. NYCE, '26
The Central Trust Company
JAMES P. ORR, '42
9605 Shawnee Run Road
WILFORD L. ROMNEY, '19
7 Sylvan Lane, Wyoming
DAVID WATT, '27
7150 Fair Oaks Drive

Cleveland

JAMES R. STEWART, '27
1144 Union Commerce Bldg.

Cleveland Heights

EDWARD BARTLETT, '25
2572 Stratford Road
EDWARD D. YOST, '47
3137 Fairfax Road

Dayton

LOUIS POLK, JR., '49
Sheffield Corporation

Granville

GEORGE W. CHESSMAN, '37
Briarwood Road
ROBERT H. CORY, JR., '32
Burg Street

OKLAHOMA

Bartlesville

CARL M. ELKAN, '35
3501 Woodland Road

Oklahoma City

JOHN H. EDWARDS, '22
611 Glove Life Building

Tulsa

REGINALD D. BARNES, '32
2020 East 38th

OREGON

Klamath Falls

FREDERICK W. HAYES, '45
2053 Lawrence Street

Portland

RALPH C. ANGELL, JR., '32
2736 S.W. Talbot Road
EDMUND HAYES, JR., '44
4256 S.W. Patrick Place

PENNSYLVANIA

Chambersburg

JOHN M. SHARPE, JR., '46
257 Lincoln Way East

Indiana

D. HALL BLAIR
143 North 6th Street

Narberth

TOLBERT N. RICHARDSON, JR., '27
50 Righter's Mill Road

Philadelphia

PAUL MALONEY, '26
Pepper, Bodine, Frick, Scheetz &
Hamilton
2001 Fidelity-Philadelphia Trust Bldg

Pittsburgh

ROBERT S. KIMBALL, JR., '27
136 Beech Street
EDWARD O'NEIL, '27
P.O. Box 1692

Scranton

W. LAWSON CHAMBERLIN, '34
Chamberlin & Clarke
Northeastern National Bank Bldg.

PHILLIPS ACADEMY

- Strafford*
NATHANIEL M. CARTMELL, JR., '42
120 Hillside Road
- Waverly*
JAMES W. VIPOND, '30
Waverly Dalton Road
- Wayne*
ROBERT SCHAFER, '29
- SOUTH CAROLINA**
- North Charleston*
SCOTT V. WALKER, '38
P.O. Box 5287
- Columbia*
JOHN R. CRAFT, '29
Columbia Museum of Art
Senate & Bull Streets
- Spartanburg*
HARRY J. GROBLEWSKI, '36
Spartanburg Day School
- SOUTH DAKOTA**
- Mobridge*
REV. GEORGE P. PIERCE, '49
Box 327
- TENNESSEE**
- Knoxville*
ROBERT M. BOARTS, '22
University of Tennessee
- Memphis*
HENRY LOEB, III, '39
2951 Tishomingo
- Nashville*
ROBERT L. GWINN, '29
Brush, Hutchinson & Gwinn
717 West End Avenue
- TEXAS**
- Amarillo*
EDWARD L. ROBERTS, '06
2211 Harrison Street
- Austin*
LLOYD P. FARRAR, '52
University of Texas
- Dallas*
WILLIAM M. REED, 2ND, '41
1933 Elm
- JOHN R. SEARS, '36
6019 St. Andrews Drive
- El Paso*
JOHN D. MASON, JR., '52
1518 Bradford Avenue
- Fort Worth*
EDWIN S. RYAN, '49
1700 Catalina Drive
- Houston*
WILLIAM A. KIRKLAND, '15
First National Bank, P.O. Box 2557
ROBERT U. PARISH, '43
2103 Briarglen
LOVETT C. PETERS, '32
P.O. Box 2197
- San Antonio*
JOHN M. BENNETT, JR., '27
417 West Dewey Place
- Waco*
WILLIAM F. NEALE, JR., '44
Route 7, Box 323
- UTAH**
- Salt Lake City*
C. CHAUNCEY HALL, M.D., '41
2652 East 6200 South
- VIRGINIA**
- Charlottesville*
NOBLE T. MACFARLANE, '16
P.O. Box 3606, University Station
- McLean*
HERBERT SCOVILLE, JR., '33
101 Old Georgetown Pike
- Norfolk*
JERE A. KLOTZ, M.D., '41
6412 Whittier Drive
- Richmond*
RANDOLPH C. HARRISON, JR., '41
215 Sunset Drive
THOMAS WALKER, M.D., '28
Richmond Memorial Hospital
1300 Westwood Avenue

PHILLIPS ACADEMY

WASHINGTON

Seattle

HUGH P. BRADY, '10
821 Skinner Building
PENDLETON MILLER, '28
711 Central Building
MOSE SMITH, III, M.D., '48
USNR, Box 2, Navy 127, $\frac{c}{o}$ P.M.

Spokane

SAMUEL L. GALLAND, '25
2414 W. Second Avenue

Tacoma

HOWARD S. REED, '45
Weyerhaeuser Timber Co.
P.O. Box 1645

WEST VIRGINIA

Charleston

WILLIAM A. PUGH, '39
15 Grosscup Road

Wheeling

MARSHALL T. GLEASON, JR., '13
Shawnee Hills

WISCONSIN

Milwaukee

ROBERT A. UHLEIN, JR., '34
235 West Galena Street

WYOMING

Casper

MAURICE LEON, JR., '42
1115 South Spruce Street

Laramie

VERY REV. OTIS G. JACKSON, '20
Box 963

BERMUDA

Hamilton

HUGH C. MASTERS, '40

CANAL ZONE

Balboa

ROBERT J. BOYD, JR., '48
Box 2013

COLOMBIA

Bogota

WILLIAM H. HATHEWAY, '41
The Rockefeller Foundation
Apartado Aereo 58-13

CUBA

Havana

WILLIAM ADAMS, 3RD, '44
First National City Bank of New York
402 Calle Presidente Zayas

GUATEMALA

Guatemala City

JOHN L. WHITBECK, '40
4A Avenue Sur 34

PUERTO RICO

San Juan

GUILLERMO E. GONZALEZ, JR., '50
Caribe Motors Corp., P.O. Box 2272

VENEZUELA

Caracas

THOMAS D. HOGAN, II, '49
Apartado 1615
ALBERTO J. VOLLMER, '42
Avenida Vollmer No. 1
San Bernardino

PHILLIPS ACADEMY

STUDENTS—1959-1960

GEOGRAPHICAL REPRESENTATION

Arizona	3	Montana	1	Wyoming	1
Arkansas	6	Nebraska	1	Argentina	1
California	42	New Hampshire	19	Canada	2
Colorado	11	New Jersey	41	China	1
Connecticut	92	New Mexico	3	Colombia	2
Delaware	2	New York	122	El Salvador	1
District of Columbia	10	North Carolina	22	England	1
Florida	9	Ohio	10	Finland	1
Georgia	5	Oklahoma	1	Germany	2
Hawaii	1	Oregon	3	Greece	1
Idaho	1	Pennsylvania	34	Italy	2
Illinois	27	Rhode Island	6	Mexico	1
Indiana	1	South Carolina	4	Netherlands	1
Iowa	4	Tennessee	3	Pakistan	1
Kentucky	10	Texas	13	Peru	2
Maine	14	Utah	1	Puerto Rico	1
Maryland	7	Vermont	6	Venezuela	2
Massachusetts	216	Virginia	17	Virgin Islands	4
Michigan	10	Washington	1		
Minnesota	5	West Virginia	2		819
Mississippi	2	Wisconsin	4		

CLASSIFICATION

Seniors	251
Upper Middlers	224
Lower Middlers	198
Juniors	146
	<hr/>
	819

NAMES

s	Abbott, Edwin Hunt <i>Weston</i>	s	Albright, Robert Taft, Jr. <i>New York, N. Y.</i>
L	Abbott, Freeland Knight, Jr. <i>Somerville</i>	U	Allen, Claxton Edmonds, III <i>New York, N. Y.</i>
U	Accetta, Anthony Thomas <i>New York, N. Y.</i>	L	Allen, Lee Howard <i>Holyoke</i>
L	Adams, John Dinsmore <i>Katonah, N. Y.</i>	s	Allis, Nicholas Roberts <i>Mountain Lakes, N. J.</i>

PHILLIPS ACADEMY

- | | |
|---|--|
| L Allison, John Robert
<i>South Pasadena, Calif.</i> | U Bartlett, George Martin
<i>Riverside, Calif.</i> |
| S Almquist, David Ezra
<i>Keene, N. H.</i> | S Barton, Joseph Edward
<i>Andover</i> |
| L Anderson, Allen Arvid
<i>Hyannisport</i> | S Baskir, Mark Alan
<i>Brooklyn, N. Y.</i> |
| L Anderson, Thomas McDowel, Jr.
<i>Coral Gables, Fla.</i> | S Bass, Sid Richardson
<i>Fort Worth, Tex.</i> |
| L Andrews, Archie Moulton, II
<i>Greenwich, Conn.</i> | S Bassett, Michael Howes
<i>Hamden, Conn.</i> |
| S Archibald, John Lion Gardiner
<i>Concord</i> | S Bates, Channing Delano
<i>Santa Barbara, Calif.</i> |
| S Arens, Edward August
<i>Ardsley-on-Hudson, N. Y.</i> | U Batham, Michael Allan
<i>Andover</i> |
| L Armstrong, Christopher Story
<i>West Hartford, Conn.</i> | S Baum, John Pinson, Jr.
<i>Milledgeville, Ga.</i> |
| J Arndt, Robert Michael
<i>Chapel Hill, N. C.</i> | S Beale, Robert Spencer, Jr.
<i>Durham, N. C.</i> |
| J Askman, Jan Philip
<i>South Hamilton</i> | L Beard, Charles Julian, II
<i>Detroit, Mich.</i> |
| S Atkinson, Jonathan Pierpont
<i>Brookline</i> | L Beard, Michael Crowell
<i>San Jose, Calif.</i> |
| U Atkinson, Kim Wells
<i>Rome, Italy</i> | S Beck, Peter Kristian
<i>Andover</i> |
| L Atri, Elias Hadid
<i>Lomas, Mexico</i> | L Beck, Timothy Kleewing
<i>Andover</i> |
| U Austin, David Elbert
<i>Norton</i> | S Bell, Alan Barry
<i>Revere</i> |
| L Babb, Christopher Tate
<i>New Canaan, Conn.</i> | J Bell, Richard Henry, Jr.
<i>South Hadley</i> |
| L Bacon, William Thompson, III
<i>Lake Forest, Ill.</i> | S Bender, David Bowman
<i>Cambridge</i> |
| L Badman, John
<i>Houston, Tex.</i> | U Benson, Victor Mark
<i>Bristol, Conn.</i> |
| S Bailhé, John Davis
<i>Wilton, Conn.</i> | L Bergquist, Kenneth Paul, Jr.
<i>Bedford</i> |
| L Bakst, Merrill Charles
<i>Fall River</i> | S Bierman, James Henry
<i>San Francisco, Calif.</i> |
| L Bamford, James Latham
<i>Andover</i> | S Biklen, Stephen Clinton
<i>Westport, Conn.</i> |
| U Barker, James Robertson
<i>New Canaan, Conn.</i> | J Bilheimer, John Morris
<i>Little Rock, Ark.</i> |
| U Barnaby, John Robbins
<i>South Lincoln</i> | L Binford, Henry Claxton
<i>Washington, D. C.</i> |
| U Barnes, James Walter
<i>Montrose, Pa.</i> | J Bingham, Timothy Woodbridge
<i>Riverdale, N. Y.</i> |
| L Baron, Jonathan Miller
<i>Weston</i> | L Birmingham, Hobart McKinley
<i>Fairview, Pa.</i> |
| L Barry, Richard Hanley
<i>Dallas, Tex.</i> | U Bisgard, William Dewey
<i>Harlan, Iowa</i> |
| | L Bishop, John Byram
<i>Landenberg, Pa.</i> |

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- s Bissell, John Albert
San Jose, Calif.
- s Blair, James Sutton, II
Indiana, Pa.
- u Blatt, Philip Mark
Haverstraw, N. Y.
- L Bledsoe, Robert Terrell
Little Rock, Ark.
- L Blossman, John Richard
Ocean Springs, Miss.
- s Boddy, Edward Humphrey
Andover
- L Bonnett, David Huntington
Wellesley Hills
- u Boone, Elwood Bernard, Jr.
Ettrick, Va.
- J Borland, John Jay, Jr.
Lake Forest, Ill.
- J Born, John Robert
New York, N. Y.
- J Bourne, James Russell
New York, N. Y.
- s Bourne, Richard Wyndham
Danville, Va.
- J Bowen, David Vaughan
Woods Hole
- J Boxer, Daniel Ellis
Newburyport
- L Boynton, Woodward Rutter
Pasadena, Calif.
- s Bradford, Charles Edward
Cambridge
- u Bragg, Morgan Stevenson
Greenwich, Conn.
- J Brainerd, Gordon Charles, Jr.
Billerica
- L Bramwell, Fitzgerald Burton
Brooklyn, N. Y.
- J Brayton, Paul Flint
Little Compton, R. I.
- u Brayton, Thomas Mark
Herkimer, N. Y.
- u Bremer, Duncan Struthers
New Canaan, Conn.
- L Brown, Jeffrey Lindabury
Wellesley Hills
- s Brown, Owen Joseph, III
Wellesley Hills
- s Brown, Peter Cooper
Louisville, Ky.
- L Brown, Rufus Edward
Andover
- s Brown, William Gardner
Lake Forest, Ill.
- s Browne, Alexander Cumnock
Louisville, Ky.
- s Brownrigg, Peter Dearborn
Leesburg, Va.
- J Buchanan, Dennis Myles
Los Angeles, Calif.
- L Buck, Lawrence Albert Ehrhart
Orleans
- L Budd, George Norman
Clifton, N. J.
- J Bull, Graham Whittlesey
Hamden, Conn.
- L Burgess, Thomas Knight
Shrewsbury
- u Burling, Stephen Sewall
East Orleans
- s Burlingame, Michael Ashton
Washington, D. C.
- L Burns, Christopher
Boston
- u Butler, John Allington
Grosse Pointe Farms, Mich.
- s Butler, Lawrence Michael
Chelsea
- L Byrd, Hal Clifford, Jr.
Spartanburg, S. C.
- u Cabot, Edmund Billings
Weston
- J Cahners, Andrew Phillip
Brookline
- s Cahners, John Douglas
New Rochelle, N. Y.
- s Cahners, Robert Merrill
Brookline
- L Caldwell, Samuel Smith, Jr.
Anchorage, Ky.
- s Campion, Thomas Baird, Jr.
Bronxville, N. Y.
- s Candler, James Nall, Jr.
Grosse Pointe Farms, Mich.
- L Cannon, Charles Albert, III
Sioux City, Iowa
- s Carota, Noel Farrell
Milton
- J Carpenter, Donald Boyd, Jr.
Newport, R. I.
- u Carroll, Dudley DeWitt, III
Darien, Conn.

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- U Carson, Hugh Lindsay
Syracuse, N. Y.
- U Carter, Charles Landon
St. Peter, Minn.
- L Carter, Timothy Howard
Davis, Calif.
- J Carver, John Henry, Jr.
Andover
- J Casey, John Alexander
Port Edwards, Wis.
- S Castello, Joseph William
Bridgeport, Conn.
- J Caulkins, Horace James, Jr.
Darien, Conn.
- S Cecill, Robert Van Dyke
Boxford
- S Chambliss, John Davidson
Athens, Ga.
- L Chapin, Bruce Macfarlane
Sharon, Conn.
- S Chapman, Arnold Dickinson
Cleveland, Ohio
- L Chapman, Robert Sedgwick
Darien, Conn.
- U Charnas, Jonathan
New York, N. Y.
- U Charnas, Robert David
Harrison, N. Y.
- S Cheng, William Su-lian
State College, Pa.
- L Chickering, William Henry, III
New York, N. Y.
- S Chirurg, James Thomas, Jr.
Danvers
- S Church, Michael Cheever
St. Thomas, Virgin Islands
- S Clark, Edgar Erastus, Jr.
Playa Del Rey, Calif.
- L Cleary, Ward Frank
Springdale, Conn.
- U Cleveland, Arthur Bruce
Fitzwilliam, N. H.
- S Clifford, James Henry, 3rd
Rye Beach, N. H.
- U Clift, Robert Creighton
Andover
- U Cobb, Bayless Earl, IV
Ft. Smith, Ark.
- S Cochran, Moncrieff Mitchell, III
South Orleans
- U Cohen, Andrew David
Roslyn Heights, L. I., N. Y.
- L Cohen, Jonathan Brewer
Lexington
- U Cohen, Michael Victor
New York, N. Y.
- U Cohen, Richard Michael
Chelsea
- J Coleman, William Scott
Easton, Pa.
- S Collado, Emilio Gabriel, III
Roslyn, N. Y.
- U Collins, George Fulton, III
Tulsa, Okla.
- L Collins, Halsey Bingham
Chevy Chase, Md.
- S Combe, Andrew John
Greenwich, Conn.
- U Conrad, Bruce Phillips
Davis, Calif.
- U Constantinides, Charles Lawrence, III
Los Gatos, Calif.
- U Cook, Carey Orr
Winnetka, Ill.
- U Cook, Newell Choice, Jr.
Schenectady, N. Y.
- J Cooke, Christopher Creighton
Armonk, N. Y.
- L Corey, Carl Walter
Woonsocket, R. I.
- U Corey, James Edward
South Portland, Me.
- S Courtnell, Paul Wilson Archibald, Jr.
Chatham
- L Cowden, John Peter, Jr.
Westport, Conn.
- U Cox, Edward Vermilye, III
Oyster Bay, L. I., N. Y.
- L Crawford, Richard Douglas
Pennington, N. J.
- U Cross, Dennis William
Grosse Pointe Shores, Mich.
- L Crowell, Timothy Adams
Stamford, Conn.
- L Crystal, Thomas Leslie, III
Washington, D. C.
- L Cullen, Edward Geoffrey
Greenwich, Conn.
- U Cummings, William Charles, III
Janesville, Wis.
- S Cutcliffe, Conrad Mylinn
Reading
- U Cuthbertson, Clive Thomas
Greenwich, Conn.

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- U Cuthbertson, Frederick Maitland
Riverside, Conn.
- J Damon, William Van Buren
Brockton
- S Danforth, Nicholas Wellington
Weston
- S Daniel, John Morgan
Farmers Branch, Tex.
- S Daniels, Alfred Arthur
Peabody
- S Dann, Tyler
Pawling, N. Y.
- S Darnton, John Townsend
New York, N. Y.
- S Datlowe, Dayton Wood
Armonk, N. Y.
- L Davey, Michael Dean
North Haven, Conn.
- U Davis, Donald Benjamin
Waco, Tex.
- J Davis, Leighton Ira, Jr.
Washington, D. C.
- S Davis, Norman Davenport
Dover, N. H.
- L Day, Thomas Russell
Latham, N. Y.
- U de Mare, Gregory Moore
Saugerties, N. Y.
- L Dennis, Richard Conant, Jr.
Auburn, Me.
- L deSola, Francisco Ricardo Roberto,
Jr.
El Salvador, C. A.
- J De Steffany, Dale Nelson
Andover
- S Dingilian, Steven Michael
New York, N. Y.
- S Dinolt, George Walter
Putnam, Conn.
- L Dixon, Jonathan Allan
Riverside, Conn.
- S Doak, John Hunt
Shelbyville, Ky.
- J Doherty, Paul Martin
Andover
- U Dolben, Joseph Alfred
Winchester
- L Donahoe, Shaun Schuyler
Rochester, N. Y.
- U Donahue, Thomas Bradley, Jr.
Atlanta, Ga.
- L Donaldson, Russell Griffith
South Hamilton
- J Donegan, George Francis, Jr.
Andover
- J Donnell, Robert Phippen
Salem
- J Donnell, William Sebek
San Marino, Calif.
- S Dougherty, John Dennis, Jr.
Hingham
- S Douglas, Earl Williamson, Jr.
Weldon, N. C.
- U Dove, Christopher Stone
Oak Park, Ill.
- U Drayton, William Astor, Jr.
New York, N. Y.
- U Driver, Ross Norman
Andover
- S Drooker, Michael Stephen
Nahant
- S Dubocq, William Edmund, III
Andover
- U Dudan, William Wade
West Nyack, N. Y.
- U DuHamel, Thomas Roland
Salem Depot, N. H.
- S Dulles, Frederick Hendrik
New York, N. Y.
- S Dumas, David Warner
Amesbury
- U Durfee, Alan Hetherington
South Hadley
- L Durham, Arthur
Andover
- U Durham, Roy Alan
New York, N. Y.
- U Durrance, Richard Sherman
Aspen, Colo.
- U Durston, James Shields
Lumberton, N. C.
- U Dwyer, Cornelius John
New York, N. Y.
- J Eakland, Peter Burr
Rye, N. Y.
- J Eastman, Brian Grant
Reading
- U Eastman, Dwight Reid
Lake Forest, Ill.
- S Easton, Stephen Whitney
Barrington, R. I.

PHILLIPS ACADEMY

- | | |
|--|--|
| <p>s Edgerly, David Leighton
<i>Windsor, Vt.</i></p> <p>s Edwards, Samuel Dyer
<i>Stanford, Calif.</i></p> <p>s Egleston, Oliver Wallace
<i>Wellesley Hills</i></p> <p>U Elkin, Paul Stephen
<i>Newburyport</i></p> <p>s Ellegood, Richard McMurray
<i>Encino, Calif.</i></p> <p>L Emerson, Thomas Lees
<i>Greenfield</i></p> <p>J Emery, Michael Selton
<i>Falls Church, Va.</i></p> <p>U Emmer-Szerbesko, Claus Dietrich
<i>Caracas, Venezuela</i></p> <p>J Emory, Hugh Mercer
<i>Morristown, N. J.</i></p> <p>U Engel, John
<i>Great Neck, N. Y.</i></p> <p>s Engvall, Charles Andrew, Jr.
<i>Medford</i></p> <p>J Engvall, Donald Montgomery
<i>Medford</i></p> <p>s Enos, Joseph Clive, III
<i>West Acton</i></p> <p>s Espovich, Richard David
<i>Haverhill</i></p> <p>U Evans, David Huhn, Jr.
<i>North Andover</i></p> <p>s Evans, Edward Parker
<i>Greenwich, Conn.</i></p> <p>U Evslin, Tom Isaac
<i>New Rochelle, N. Y.</i></p> <p>U Ewell, John Woodruff, Jr.
<i>Northford, Conn.</i></p> <p>L Fabiano, John Gaspar
<i>Somerville</i></p> <p>J Faggi, John Alexander Butler, Jr.
<i>Wellesley</i></p> <p>J Farrar, Roger Preston
<i>Winchester</i></p> <p>J Farrell, Dennis Michael
<i>Ocean Springs, Miss.</i></p> <p>U Fay, William North
<i>York, Pa.</i></p> <p>s Fennerty, Harry Atkinson, Jr.
<i>Tucson, Ariz.</i></p> <p>s Ferguson, William Rotch
<i>Milford, N. H.</i></p> | <p>U Field, James Oliver
<i>Winchester</i></p> <p>s Filion, Richard Henry
<i>Somersworth, N. H.</i></p> <p>U Fisher, Ernest Wilkin
<i>Cedar Grove, N. J.</i></p> <p>U Fitts, Daniel Hewitt
<i>Andover</i></p> <p>U Flaherty, Craig Edward
<i>Everett</i></p> <p>L Fleming, Randolph Ingersoll
<i>New Haven, Conn.</i></p> <p>s Fleming, William Waddell
<i>Cold Spring, N. Y.</i></p> <p>J Flory, Thomas Reherd
<i>Boyce, Va.</i></p> <p>s Flye, John Allen
<i>Andover</i></p> <p>L Formanek, Peter Raemin
<i>Snyder, N. Y.</i></p> <p>s Forster, Dale Edward
<i>Portland, Ore.</i></p> <p>s Forsythe, Carl Stanford, III
<i>Greenwich, Conn.</i></p> <p>J Foster, John Burt, Jr.
<i>Mankato, Minn.</i></p> <p>U Foster, Mark Wingate
<i>Fairfield, Conn.</i></p> <p>U Foster, Richard Wilson
<i>Andover</i></p> <p>s Foster, Whitney Pray
<i>West Newton</i></p> <p>s Fox, Alan Loomis
<i>Glens Falls, N. Y.</i></p> <p>s Fox, Frederick Louvane
<i>Keene, N. H.</i></p> <p>L Freeman, Charles Townsend
<i>Harwich</i></p> <p>s French, Perrin Lindol
<i>San Francisco, Calif.</i></p> <p>s Friedberg, Carl Edwin
<i>Scranton, Pa.</i></p> <p>L Frishman, Steven Arthur
<i>Andover</i></p> <p>J Fuchs, John Robert
<i>Lynn</i></p> <p>s Fuller, George
<i>Woodside, Calif.</i></p> <p>U Fuller, John Malcolm, Jr.
<i>Hillsborough, Calif.</i></p> <p>U Fuller, Peter Charles
<i>North Attleboro</i></p> |
|--|--|

PHILLIPS ACADEMY

- L Furcolo, Foster Gerald, Jr.
Chestnut Hill
- U Gallaudet, Denison
Little Compton, R. I.
- U Gamm, Peter Edward
Charlotte, N. C.
- S Gardner, Dorsey Robertson
Springdale, Conn.
- J Gardner, Edwin Sumner, Jr.
Nashville, Tenn.
- L Gardner, William Leland
Rye, N. Y.
- S Garni, Kenneth Fyfe
Lima, Peru, S. A.
- L Garrett, James Yard
Pittsburgh, Pa.
- J Garvan, Francis Patrick
Salisbury, Conn.
- L Garver, John Anson
Oyster Bay, N. Y.
- U Gass, Fred Stuart
Greencastle, Ind.
- U Gaud, William Steen, III
Charleston, S. C.
- U Gibson, David Beckwith
Sewickley, Pa.
- L Gilbert, Parmalee Prentice
Stamford, Conn.
- L Gilbert, Thomas Strong
New York, N. Y.
- U Gilbert, Timothy Prout
Denver, Colo.
- S Gillis, Laurence Joseph
Revere
- L Gilmore, Thomas North
Cambridge
- S Givens, Samuel Oliver
Chicago, Ill.
- U Glenn, Richard Murray Cunningham
III
Woodbury, Conn.
- U Goff, Frederick Pollard
Barranquilla, Colombia, S. A.
- S Goldin, Stevan Bart
Greenport, L. I., N. Y.
- S Goldstein, Richard Lynn
Rochester, N. Y.
- U Goltz, Theodore Hugh
Haverhill
- L Gonzalez, Jorge Rafael
Saranac Lake, N. Y.
- S Goodell, Charles Ellsworth
Jamestown, N. Y.
- L Goodell, James Pierpont Bartlett, Jr.
Jamestown, N. Y.
- J Goodman, Douglas John
Lowell
- U Goodman, James Bernhardt
Waco, Tex.
- L Goodwin, Andrew Jackson
Lake Forest, Ill.
- J Gordan, John Dozier, 3d
New York, N. Y.
- S Gordon, Frederic Adam
New Haven, Conn.
- L Gorrie, John Edward Anderson, Jr.
Andover
- J Gould, Richard Nash
Atlanta, Ga.
- S Gould, William Alfred
Portsmouth, N. H.
- U Graham, Andrew Jay
Brooklyn, N. Y.
- L Gramlich, Francis Charles
Hanover, N. H.
- S Grant, David William
Winchester
- J Grant, Jeffrey Morton
Winchester
- L Grant, Tone North
Bethesda, Md.
- U Gratwick, Geoffrey Mason
Woodbury, Conn.
- U Graves, Randall Walter
Elmira, N. Y.
- L Greene, John Holt
Greenwich, Conn.
- L Grew, Edward Sturgis
Andover
- S Griffin, Charles Anthony
Portsmouth, N. H.
- S Griffith, Arnold Koons
Saunderstown, R. I.
- U Grillo, Peter James
Andover
- L Griswold, James Robert, Jr.
Ligonier, Pa.
- U Hackett, David Spencer
Ligonier, Pa.
- S Hagemann, Peter Hans
Panama City, Fla.

PHILLIPS ACADEMY

- | | | | |
|---|---|---|--|
| s | Hagenbuckle, Roderick Emerson
<i>West Newton</i> | s | Helbig, Frederic Edward Joseph
<i>Ghent, N. Y.</i> |
| J | Hall, Matthew Warren, V
<i>Highland Park, Ill.</i> | L | Heredia, José Constantino
<i>Lima, Peru</i> |
| L | Hanna, George Verner, III
<i>Charlotte, N. C.</i> | s | Hess, Robert Pratt
<i>Durham, N. C.</i> |
| U | Hanners, William Edward
<i>Springfield, Ohio</i> | s | Hesser, James Craig
<i>Charlotte, N. C.</i> |
| U | Hannon, David Frank
<i>Cambridge</i> | s | Hetherington, Robert Alexander, Jr.
<i>Ridgewood, N. J.</i> |
| s | Hanson, Charles William Davenport,
Jr.
<i>New York, N. Y.</i> | U | Hewlett, Everett Augustus, Jr.
<i>Washington, D. C.</i> |
| U | Hanson, Erik Ivan
<i>Stoneham</i> | L | Higgins, Ivanhoe Bradshaw, Jr.
<i>Baltimore, Md.</i> |
| J | Hardy, Gordon Alfred, Jr.
<i>New York, N. Y.</i> | s | Hile, Howard Brand
<i>Chatham, N. J.</i> |
| s | Hardy, Howard Rogers
<i>Reading</i> | J | Hile, Norman Carter
<i>Chatham, N. J.</i> |
| U | Harris, King William Wishbone
<i>Highland Park, Ill.</i> | L | Hill, Jeffrey Dupuis
<i>Darien, Conn.</i> |
| J | Harris, Thomas Everett, Jr.
<i>Alexandria, Va.</i> | L | Hinckley, Thomas Morse
<i>Acton Center</i> |
| s | Harrison, Edward Webb, Jr.
<i>Princeton, N. J.</i> | L | Hinkle, Lawrence Earle, III
<i>New Canaan, Conn.</i> |
| U | Hart, James Henry, III
<i>Andover</i> | L | Hirst, Richard Bennet Harbaugh
<i>Boise, Idaho</i> |
| L | Hartley, Francis, IV
<i>Kittery, Me.</i> | L | Hobart, Ralph Hastings
<i>Northfield, Ill.</i> |
| s | Hartnett, John Gillespie
<i>Dover, N. H.</i> | U | Hobson, Stephen Ronald
<i>Garden Grove, Calif.</i> |
| J | Harwood, John Henry, II
<i>Worcester</i> | U | Hoffman, Floyd Gerry
<i>Highland Park, Ill.</i> |
| L | Hawkanson, James Crosby
<i>Duluth, Minn.</i> | J | Hoffman, Paul
<i>St. Thomas, Virgin Islands</i> |
| U | Hay, Glenn Orr, Jr.
<i>Framingham Center</i> | U | Holahan, Dennis John
<i>Darien, Conn.</i> |
| s | Hayes, Jonathan Armstrong
<i>Southboro</i> | L | Holdorf, Paul Stanley
<i>Lincoln, Neb.</i> |
| s | Heerwagen, Dean Reese
<i>Springfield, N. J.</i> | J | Hollis, Philip Hilliard
<i>Andover</i> |
| U | Heffelfinger, Peter Hughes
<i>West Nyack, N. Y.</i> | L | Holloway, Donald Curry
<i>Topsfield</i> |
| U | Heikkinen, Jacob Herman
<i>Gettysburg, Pa.</i> | U | Holt, Robert Alan
<i>Reading</i> |
| s | Heinz, Charles Howard
<i>Pittsburgh, Pa.</i> | J | Hooker, Henry Garden
<i>Lewiston, N. Y.</i> |
| J | Heist, Jeremy William
<i>Clarence, N. Y.</i> | J | Hootstein, Daniel David
<i>Brookline</i> |
| J | Hekimian, Frank Vram, Jr.
<i>Lawrence</i> | U | Hopper, Arthur Frederick, III
<i>Bedminster, N. J.</i> |
| | | U | Hornsby, Cyrus Edward, III
<i>Atlanta, Ga.</i> |

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- s Horvitz, Paul Shindler
Santurce, Puerto Rico
- u Houpis, George Byron
Lowell
- u Hudson, James Lewis
Whitehaven, Tenn.
- J Hunt, Larry Bonney
Auburn, Me.
- J Hunt, William Martin
St. Clair, Mich.
- s Hunter, Michael
Sewickley, Pa.
- u Hurlbut, Stephen Bingham
Bronxville, N. Y.
- u Hutchinson, John Kenneth
Cleveland, Ohio
- u Huvelle, Peter Rinehart
Litchfield, Conn.
- s Huxley, Robert Daniel
Greenwich, Conn.
- u Iarrobino, Anthony Ayres, Jr.
Marblehead
- s Ingelfinger, Joseph Abbott
Cambridge
- s Ingham, Jonathan
Morristown, N. J.
- L Israel, Thomas Craig
Stamford, Conn.
- L Jacobs, Carl Bearse, Jr.
Glenview, Ill.
- u Jaques, Willard Matthews
Lake Forest, Ill.
- L Jean, Arthur Honore, Jr.
Nashua, N. H.
- u Jefferds, Joseph Crosby, III
Charleston, W. Va.
- L Jenkins, Daniel Henry, III
Scranton, Pa.
- u Jenks, David Perry
Cohasset
- s Jessup, Nathaniel Foote
Wilton, Conn.
- J John, Wendell Eardlie
White Plains, N. Y.
- u Johnson, Andrew Field
Irvington-on-Hudson, N. Y.
- u Johnson, Belden Crane
Burke, Va.
- J Johnson, Peter Charles
Wenham
- u Johnson, Thomas Raymond
Newton Highlands
- L Jones, Hugh McKean
Canandaigua, N. Y.
- J Kaiser, Michael Theodore
Honolulu, Hawaii
- u Kalkstein, Paul
Moorestown, N. J.
- J Kane, John Clarke, Jr.
Swampscott
- J Kane, William Allan
San Francisco, Calif.
- L Karlen, Delmar, Jr.
Garrison, N. Y.
- L Kaufman, Stephen Andrew
Westport, Conn.
- u Keeney, Raymond Allen, II
Somersville, Conn.
- L Keeney, Robert Leland, 3d
Somersville, Conn.
- u Kehas, Stephen George
Goffstown, N. H.
- L Keith, Samuel John
Natick
- u Keller, Robert Jeremiah
Miami Beach, Fla.
- u Kellogg, David Moulton, IV
Weston
- J Kelly, Kevin MacLachlan
San Francisco, Calif.
- s Kendrick, Charles Richard, Jr.
Denver, Colo.
- u Kendrick, Clinton Jansen
Denver, Colo.
- s Kennedy, David Alva
Tampa, Fla.
- s Kennedy, Duncan McLean
Cambridge
- s Kenny, Thomas Frederick, II
Montclair, N. J.
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Litchfield, Conn.
- s Kessler, Charles Crane
Lynnfield
- J Kidder, John Tracy
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Briarcliff Manor, N. Y.
- s King, John Scott
Upper Montclair, N. J.

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Buenos Aires, Argentina
- U Kinross-Wright, Jeremy John
Cambridge
- S Kip, Nicholas Van Houten
Marblehead
- U Kirk, David Starr
Old Greenwich, Conn.
- L Kleiber, Pierre Maxwell
Davis, Calif.
- S Kleven, Thomas Eliot
Swampscott
- J Kloepfer, Dennis Michael
Azusa, Calif.
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Albuquerque, N. M.
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Winterport, Me.
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Greenwich, Conn.
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Lexington
- L Lake, Peter Alan
Marblehead
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Norfolk, Va.
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Alexandria, Va.
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Middlebury, Conn.
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Grand Rapids, Mich.
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- U Lauder, Keith Forbes
Andover
- S Lauppé, Carl, III
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- S Lawrence, Larry Jay
Riverside, Conn.
- S Leadbitter, Robert Gale
Andover
- S Leader, Sheldon Lawrence
Caracas, Venezuela
- J Leary, Charles Badger
Locust Valley, L. I., N. Y.
- S Leavell, Charles Scurry
El Paso, Texas
- S Leavitt, Edward Ashley
Andover
- U Lebach, Thomas Richard
Andover
- S Lee, Anthony Davis
Short Hills, N. J.
- J Lee, John Marshall, Jr.
Arlington, Va.
- S Lee, Peter Wuntuh
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- S Leete, Richard Lawrence
Andover
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Lowell
- S LeRoy, Robert Livingston
Simsbury, Conn.
- L Levin, John Michael
Staten Island, N. Y.
- L Levin, Robert Nathan
Mt. Kisco, N. Y.
- S Levin, Roger Bert
Little Silver, N. J.
- U Levinson, Stuart
Edgartown
- L Lewis, Randall Jeffrey
Taunton
- J Liles, Gerald Allen
Mammoth Cave, Ky.
- S Lincoln, Daniel Bellamy
West Point, N. Y.
- L Little, John William, III
Decatur, Ill.
- U Lobitz, Walter Charles, III
Portland, Ore.
- J Long, Harry Hilton, Jr.
Saugerties, N. Y.
- U Longfellow, Richard Clark, Jr.
Anoka, Minn.
- J Lower, Louis Gordon
Washington, D. C.
- L Lux, Robert Lloyd
Lewiston, Me.

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- J McIlroy, Robert Stuart
Pittsburgh, Pa.
- S MacInnis, Ronald
Malden
- S McKee, Christopher Fulton
Wright-Patterson AFB, Ohio
- L McKee, William St. John
Wright-Patterson AFB, Ohio
- S MacKenzie, Ralph Snow
Brewster
- U McKnight, John Peter
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- J McLaughlin, Thomas Ortman
San Francisco, Calif.
- J MacLean, Babcock
New York, N. Y.
- S MacLean, Shian
Exira, Iowa
- L McMath, Jonathan Clark
Royal Oak, Mich.
- S McMullen, Terence Perry
Wassenaar, Netherlands
- U MacMurray, Frank Goodnow, Jr.
McLean, Va.
- L McNamee, Daniel Vincent, 3d
Loudonville, N. Y.
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- S Macmillan, Miller Lash
Washington, D. C.
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Benton Harbor, Mich.
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White Plains, N. Y.
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Kensington, Conn.
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Summit, N. J.
- L Malone, Patrick Thomas
Durham, N. C.
- L Malozemoff, Alexis Plato
Greenwich, Conn.
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- L Mandell, Jeffrey Howard
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- U Manheim, Michael Andrew
Syracuse, N. Y.
- L Mann, William Arthur
Ridgewood, N. J.
- U Marks, John David
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- J Martin, Charles Fontaine
Darien, Conn.
- S Martin, Edward Fontaine
Darien, Conn.
- J Marusi, Raymond Travis
Red Bank, N. J.
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- U Mathis, Robert Trimble
Rye, N. Y.
- S Matson, Wayne Reimer
Lowell
- J Mattern, Brock David
South Hamilton
- L Matthias, John Otto
Shaker Heights, Ohio
- S Maxon, James Howard, Jr.
El Paso, Texas
- J Mayer, James William
Santa Fé, N. M.
- U Mayer, Thomas Walter
Santa Fé, N. M.
- U Mayers, Michael Spencer
Darien, Conn.
- L Mayo, John Caldwell Calhoun, III
Ashland, Ky.
- J Meng, Paul Chih, Jr.
White Plains, N. Y.
- U Meyer, Carl, II
New York, N. Y.
- L Meyer, Richard Louis
Oshkosh, Wis.
- U Miller, Charles Edward, Jr.
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- S Miller, Elliot Stuart
Rye, N. Y.
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- S Mills, Edward Shorney
New Canaan, Conn.
- S Mitchell, John Clark, III
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Andover
- s Moon, David Brownell, Jr.
La Jolla, Calif.
- L Moonves, Michael Alexander
Warwick, Va.
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- L Moore, Edward Parsons, Jr.
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- J Morgan, Rhidian Morrow
Ridgefield, Wash.
- s Morgan, Stevenson Demuth
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Atherton, Calif.
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Far Hills, N. J.
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- J Mudge, Richard Ragsdale
Middlebury, Vt.
- L Mulcahy, Dennis Albert
Salisbury
- L Muller, Eric Philip
Riverside, Conn.
- J Muller, Peter Sielke
Riverside, Conn.
- U Munger, Mark Truman
Darien, Conn.
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Andover
- U Naidus, Peter George
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- L Nelson, Christopher Dudley Wilson
Larchmont, N. Y.
- s Nelson, David MacKenzie
Reading
- L Nelson, Leonard Spencer
Nahant
- U Neumark, Philip
Andover
- L Newcombe, Edward Jeffrey
Andover
- L Newton, Dexter, Jr.
Westboro
- U Newton, Earle Williams, III
Fairfield, Conn.
- s Newton, James Armstrong
Westboro
- U Newton, Jeffrey Holmes
Arlington
- L Nichols, Michael Porter
Port Chester, N. Y.
- s Nields, John Whitelaw, Jr.
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Lowell
- L Nunez, Robert Flournoy, V
Trumbull, Conn.
- L Obninsky, Victor Peter
Palo Alto, Calif.
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New York, N. Y.
- U O'Brien, Francis
Weston
- U Ogden, John Carter
Louisville, Ky.
- U Ogsbury, James Stanley, III
Andover
- s Okie, James Platt, Jr.
Willoughby, Ohio
- J O'Laughlin, John Jerome, III
Barrington, Ill.
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Andover
- s Opal, Chet Brian
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- s Ostrom, Mitchell Fredrik
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- U Page, John France
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Cumberland, Me.
- U Parent, William Brian
Hallowell, Me.
- J Paresky, Joseph Michael
Bennington, Vt.

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Haverhill
- S Peckham, Francis Baring, Jr.
Ridgefield, Conn.
- J Peirce, Jonathan Charles
Darien, Conn.
- L Penley, Richard Howard
Paris Hill, Me.
- L Peppard, Victor Edwin, II
Amherst
- U Perin, Edward Bridge Danson
Scarsdale, N. Y.
- U Perry, James McLeod
Orlando, Fla.
- L Peters, George Frederick
Portland, Ore.
- U Peterson, Alan Reed
Plaistow, N. H.
- U Peterson, George Arvid
Hopewell, N. J.
- S Petraske, Eric William
Nashua, N. H.
- L Pfaelzer, David Olcott
Colorado Springs, Colo.
- J Pfaelzer, Michael Howard
Colorado Springs, Colo.
- L Pfaff, James Samuel
Charlotte, N. C.
- U Phelps, Thomas William Hamilton
Greenwich, Conn.
- L Pickard, Frederick Payson, Jr.
Danvers
- L Pidot, Whitney Dean
Locust Valley, N. Y.
- J Pinney, James Charles
Sturgeon Bay, Wis.
- S Pojidaeff, Dimitri
Alexandria, Va.
- U Pollock, Thomas Elmer, III
Flagstaff, Ariz.
- S Posner, Michael Kagan
Ludlow
- L Powell, David McRae
Little Rock, Ark.
- L Powell, Eugene Jackson
Charlotte, N. C.
- S Prael, Joseph Markel
Harvard
- J Prael, Nicholas Augustus
Harvard
- U Preston, Peter Murray
Chevy Chase, Md.
- L Pruitt, Robert Bruce
Pasadena, Calif.
- J Pugh, William Allen, Jr.
Charleston, W. Va.
- S Putnam, Jeffrey Lockwood
Darien, Conn.
- S Quattlebaum, Edwin Gustavus, III
Rockford, Ill.
- L Quattrone, David Francesco
Riverside, Conn.
- J Quinby, Edward Conant
Greenwich, Conn.
- S Quinn, Martin
San Francisco, Calif.
- L Rabb, James Mark
Newton Center
- J Raben, John Richard, Jr.
New York, N. Y.
- S Rasch, Immo Arnulf
Berlin-Kladow, Germany
- U Rawski, Thomas George
Ithaca, N. Y.
- L Reid, John Harrison, III
West Hartford, Conn.
- L Reiter, Alan Burt
Santa Monica, Calif.
- U Renfroe, Robert Jackson
West Point, N. Y.
- S Renner, Robert Allen
Baltimore, Md.
- U Repholz, William Kent
San Francisco, Calif.
- S Reynolds, William Bradford
Greenville, Del.
- S Rhineland, Charles Meredith
Charlottesville, Va.
- U Rhoads, Richard Mark
Little Neck, N. Y.
- J Rice, Joseph Conrad
Louisa, Ky.
- L Richardson, John Marshall
Tyler, Texas

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|---|---|---|---|
| L | Richardson, Peter deQuartel
<i>Narberth, Pa.</i> | U | Saks, Daniel Holtzman
<i>Miami Beach, Fla.</i> |
| S | Richardson, Stuart Hancock
<i>Staten Island, N. Y.</i> | L | Salzman, John Richard
<i>West Newton</i> |
| U | Rieveschl, Gary Thomas
<i>Grosse Pointe Farms, Mich.</i> | S | Sanderson, Colin
<i>Marion</i> |
| L | Riley, James Wilson, III
<i>Greenwich, Conn.</i> | S | Sanderson, Robert
<i>Marion</i> |
| J | Ristuccia, John Michael
<i>Andover</i> | S | Saxton, Nicholas Hunnewell
<i>Framingham Centre</i> |
| J | Ritvo, Roger Alan
<i>Newton</i> | S | Scharf, Michael Jay
<i>Sands Point, L. I., N. Y.</i> |
| U | Robbin, Anthony Stuart
<i>New York, N. Y.</i> | U | Schmedeman, John Raymond
<i>Little Rock, Ark.</i> |
| S | Robison, Thornton Edwin
<i>Palo Alto, Calif.</i> | S | Schulman, Richard Alan
<i>Waban</i> |
| J | Rockwood, David Lawrence
<i>Carnegie, Pa.</i> | J | Schulz, Peter Otto
<i>Evanston, Ill.</i> |
| L | Rodes, Clifton Burke
<i>Louisville, Ky.</i> | S | Scott, Gordon Lewis
<i>Wayzata, Minn.</i> |
| S | Rodnick, Jonathan Eliot
<i>Durham, N. C.</i> | J | Scott, Gregory Richard
<i>Southport, Conn.</i> |
| U | Rogers, Malcolm Porteous
<i>New York, N. Y.</i> | J | Scoville, Nicholas Zabriskie
<i>McLean, Va.</i> |
| L | Rogers, Paul Wayne
<i>Melrose</i> | J | Seaman, Alfred Barrett
<i>Oyster Bay, L. I., N. Y.</i> |
| U | Rohrkemper, Stephen Frederick
<i>Andover</i> | S | Secrist, Lee Jenkyns
<i>Tucson, Ariz.</i> |
| U | Rosati, Michael William
<i>New York, N. Y.</i> | S | Sedam, Marvin Gerald, II
<i>York, Pa.</i> |
| S | Ross, Allen
<i>Norwich, Conn.</i> | S | Seifert, William Frederick, Jr.
<i>Rockford, Ill.</i> |
| S | Ross, Richard Rand
<i>Whitestone, N. Y.</i> | S | Seitz, Joachim
<i>Urbana, Ill.</i> |
| J | Rostler, Jeffrey Paul
<i>Lowell</i> | J | Shane, Stephan Frederick
<i>Beverly Hills, Calif.</i> |
| L | Roundy, Peter Edward
<i>Andover</i> | J | Shaplin, Alfred Dows
<i>Cambridge</i> |
| U | Rubin, James Henry
<i>Waban</i> | S | Shea, Gerald MacDonald
<i>Salem</i> |
| J | Rugh, John Lawrence, II
<i>Ligonier, Pa.</i> | S | Sheehy, Daniel Joseph
<i>Andover</i> |
| J | Ruskin, Paul Alan
<i>Galveston, Texas</i> | J | Shen, Ty Shih-Weng
<i>Great Neck, N. Y.</i> |
| S | Ruskin, Robert Bruce
<i>Galveston, Texas</i> | S | Sheptow, Allen Harrison
<i>Erie, Pa.</i> |
| L | Russ, Alfred Bayard
<i>Hancock, N. H.</i> | L | Sherman, Leon French
<i>North Andover</i> |
| S | Russ, Robert Wilkinson
<i>Hancock, N. H.</i> | S | Sherman, William Delano
<i>San Francisco, Calif.</i> |
| | | S | Shimp, Jerome Spencer
<i>Whitehouse Station, N. J.</i> |

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Revere
- S Shulman, Seth David
Brookline
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Andover
- L Siegchrist, Mark Sullivan
Randolph, Vt.
- U Simpson, Robert Charles
New Rochelle, N. Y.
- L Sims, Robert Lee, Jr.
Palo Alto, Calif.
- U Singer, Leonard Michael
Greene, N. Y.
- U Sites, Michael Jon
Eglin AFB, Fla.
- S Slosberg, David Hirsch
Gardiner, Me.
- J Slotnikoff, Joel Israel
Washington, D. C.
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Cambridge
- U Smith, David Marshall
Bethayres, Pa.
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Newburyport
- S Smith, Laird Kenneth
Oceanside, L. I., N. Y.
- U Smith, Michael Gordon
St. Johnsbury, Vt.
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Newburyport
- J Smith, Prescott Arthur, Jr.
Concord
- L Smith, Roger Stanley Uhr
Amherst
- L Smith, William Percy Colin, Jr.
Rockport
- S Smolens, John Holmes
Chatham, N. J.
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Billings, Mont.
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Hong Kong, B.C.C., China
- J Sorota, Philip John
Andover
- U Sorota, Stephen Stanley, Jr.
Andover
- J Sorrie, Bruce Alexander
Andover
- L Sparre, Eric Whitney
Essex, Conn.
- S Speare, Jonathan
Weston
- S Spencer, Dana Maturin
Laconia, N. H.
- S Spitzer, Nicholas Canaday
Princeton, N. J.
- U Sprague, James Baird
South Hadley
- J Stableford, Jonathan Angell
Easton, Pa.
- U Stafford, Benjamin Thomas
Chicago, Ill.
- L Stafford, Jonas Holden, II
Chicago, Ill.
- L Stafford, Walter Fleming, III
Buffalo, N. Y.
- U Starr, Malcolm White
Providence, R. I.
- L Stearns, Jonathan
Medford
- J Stevens, Dale Arthur
Andover
- S Stevens, Handley Michael Gambrell
Sussex, England
- U Stevens, Joseph Brewster
Princeton, N. J.
- J Stevens, Robert Johnston
Andover
- L Stevens, William Henry Yale, Jr.
Andover
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Cleveland, Ohio
- L Stone, Harry Clayton, II
Peoria, Ill.
- J Strang, Jonathan Peter
Camden, Me.
- L Stripling, James Lewis
Fort Worth, Texas
- U Stroh, Leslie
Morris, N. Y.
- U Stroud, John Burke
Camp Lejeune, N. C.
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Princeton, N. J.
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Fall River
- L Sundermeyer, Clayton Willis
Newton, Iowa

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Gladwyne, Pa.
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Philipsburg, Pa.
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Cambridge
- J Taylor, Allan Everett
Ballardvale
- J Templeton, David Blanchard
East Greenbush, N. Y.
- S Teuber, Andrew Wolfgang
Dobbs Ferry, N. Y.
- J Thomas, Walter Frederick, Jr.
West Orange, N. J.
- U Thompson, William Bond
South Portland, Me.
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Georgetown
- L Timbie, James Peter
Marblehead
- S Todd, Frederick Wilson
Truro
- S Todd, Thomas Cabell, Jr.
Bristol, Tenn.
- L Toivainen, William Mathias, Jr.
Essex
- S Tompkins, Boylston Adams, III
Hudson Heights, P. Q., Canada
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New York, N. Y.
- J Torrington, Douglas Warren
Denver, Colo.
- U Trafton, Peter Grier
Auburn, Me.
- U Treacy, John Charles
Grinsby, Ontario, Canada
- J Trevor, Alexander Bruen
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- L Tripp, Ray William, III
Milton
- U Trivers, Robert Ludlow
Berlin-Dahlem, Germany
- S Trowbridge, Thomas Rutherford
New Britain, Conn
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- S Turchik, James Buda
Trumbull, Conn.
- J Turner, Benner Creswill, Jr.
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Stamford, Conn.
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Lake Bluff, Ill.
- J Underwood, James Christian
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- L Upton, Walter Coles
Ridgewood, N. J.
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Andover
- U Vanderwarker, Carlton Edward, Jr.
New Canaan, Conn.
- J Vaughan, Richard Longfellow
Groveland
- S Velie, Franklin Bell
Great Neck, N. Y.
- L Vermeil, Peter Sommer
Peoria, Ill.
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Old Orchard, Me.
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Norwell
- L Vincent, William Howard, II
Norwell
- J Vipond, Jonathan, 3d
Waverly, Pa.
- L Vogel, John Michael
Lido Beach, L. I., N. Y.
- U Vogel, Richard Lloyd
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- L Wales, Douglas Guilbert
Belmont
- L Wales, Jack Vaughan, Jr.
Newcastle, Wyo.
- U Walker, Henry Wells, III
West Hartford, Conn.
- U Walling, Alexander Rieman Holliday
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- S Walton, Augustus Berry, Jr.
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- S Ward, Allen Mason, Jr.
Andover
- U Ward, Charles Alexander
Durham, N. C.

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- L Watson, Peter Brooks
Sherborn
- J Way, Donald Alexander
Melrose
- U Weaver, David Roy
Andover
- s Webb, Bradford Ernest, Jr.
Andover
- s Weidenhammer, John Anker
Southport, Conn.
- L Weiner, Lee Richard
Andover
- L Wells, Stephen Brent
Darien, Conn.
- U Wessner, James Richard
Blanchester, Ohio
- U Westfeldt, Patrick McLoskey, Jr.
Boulder, Colo.
- L White, Benjamin Winthrop
Smithtown, L. I., N. Y.
- J White, Richard Conover
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- J Whitehead, John Henry
Chatham, Va.
- s Whitesides, Thomas Haile
Anchorage, Ky.
- U Whitney, Craig Richard
Westboro
- s Wickham, Woodward Adams, Jr.
Jackson, Mich.
- L Wickwire, Emerson McMillin
Sewickley, Pa.
- U Wickwire, Lyman Goodrich, Jr.
Homer, N. Y.
- s Wickwire, Ward Alington, III
Sewickley, Pa.
- J Wiley, Louis, Jr.
Greensboro, N. C.
- L Wilkinson, Dennis Eugene
Cohasset
- J Wilkinson, Stephen James
Cohasset
- J Wilkinson, William Thomas
Seaford, Del.
- s Williams, Anthony Brackett
Walpole
- L Williams, Brooke Curtis
New Bern, N. C.
- s Williams, Robert Angus, Jr.
Lisbon, Ohio
- s Williamson, John Butler
Winter Park, Fla.
- L Willing, Peter
Andover
- s Winebrenner, John Taylor
New Oxford, Pa.
- U Winship, Peter
Herndon, Va.
- s Winter, Wallace Charles, III
Lake Forest, Ill.
- s Wise, Hugh Douglas, III
Princeton, N. J.
- s Woll, Edward, Jr.
Wenham
- J Wood, Cooper Dungan
West Chester, Pa.
- s Wood, Jeremy Scott
Upper Montclair, N. J.
- s Woods, Ward Wilson, Jr.
La Jolla, Calif.
- L Works, George Wesley, III
Dallas, Texas
- U Wrede, Stuart Henrik Edward
New York, N. Y.
- U Wright, Langdon Goddard
Westwood, N. J.
- U Wyner, Alfred Gustav
Boston
- L Wyner, David Eliot
Boston
- U Yates, Stephen Mott-Smith
Westboro
- U Young, John Hotchkiss
Ashton, Md.
- J Young, John Pearce
Salt Lake City, Utah
- L Young, Rodney Wiley
St. Croix, Virgin Islands
- s Ziegler, Karl August
Elmhurst, N. Y.
- s Ziegler, William Russell
Wilton, Conn.
- L Zukerman, Morris Edward
Vineland, N. J.

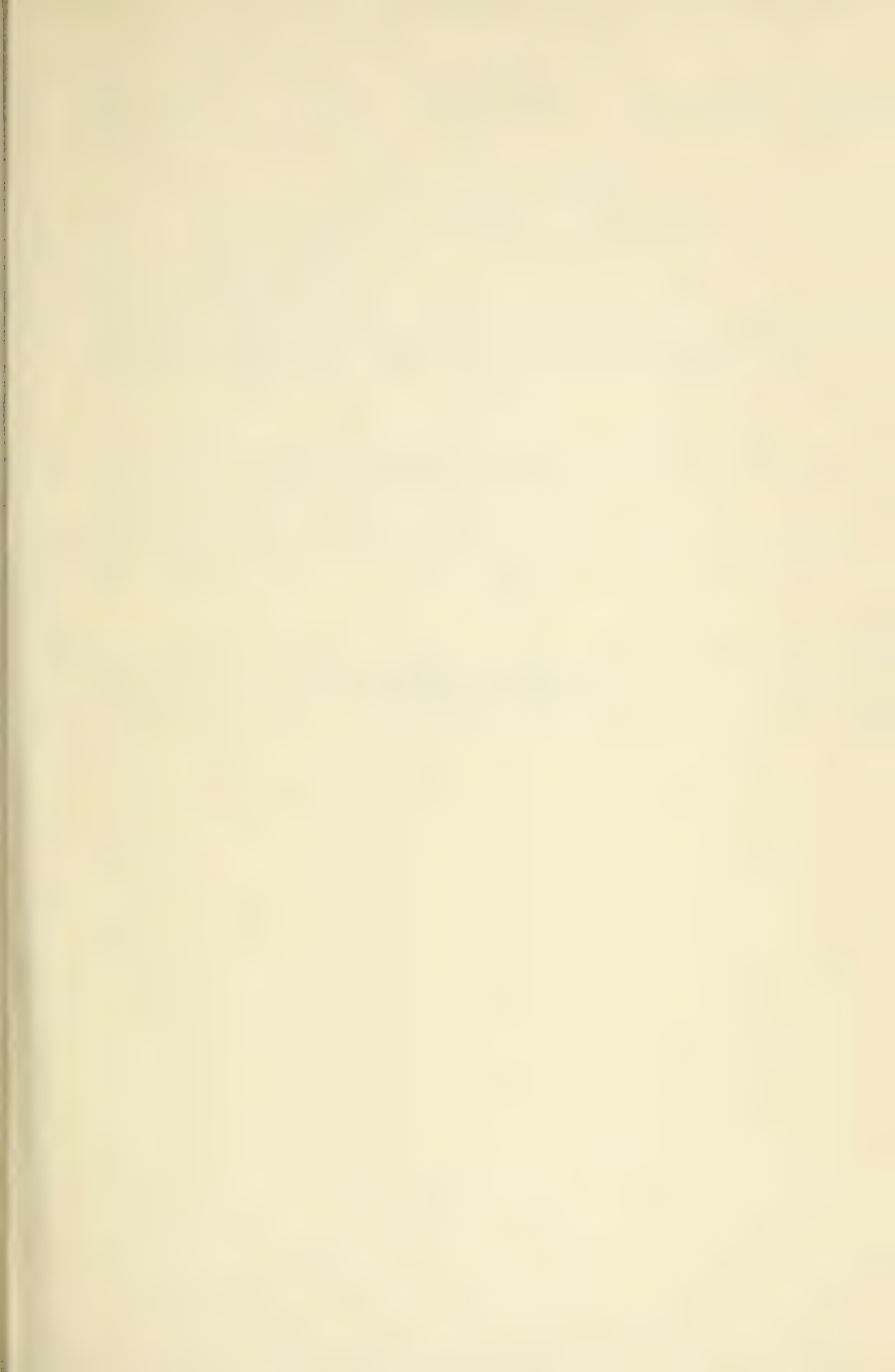
PHILLIPS ACADEMY

INDEX

Administrative Departments and Officers	17
Admission Deposit	56
Admission, General Policy	53
Admission Procedure	53
Admission Requirements for Each Class	58
Admission Tests, Charges and Schedule	55
Aims of Phillips Academy	20
Alumni Representatives	100
Application Blank	129
Applying, Procedure in	54
Archaeology Building	35
Art Gallery	33
Athletics and Physical Education	40
Breakage Deposit	48
Calendars	4, 5
Classification	24, 107
Class Officers	24
Clothing	45
College Admissions—Class of 1959	46
Constitution of Phillips Academy	21
Counselors	29
Course of Study	24
Courses, Description of	61
Cultural Opportunities	31
Curriculum	24
Daily Schedule	43
Day Excuses	45
Day Students	47
Deposit, Admissions	56
Deposit, Breakage	48
Diploma Requirements	25
Discipline	44
Dormitory Residence, Plan of	29
Eating, Plan of	29
Entrance Examinations	55
Entrance, Requirements for	53
Expenses	47-50
Extra-Curricular Activities	36
“Extras”	50
Faculty	9
Financial Aid for Students	50

PHILLIPS ACADEMY

Founders of Phillips Academy	6
Four-Year Program	26
Furniture (Room Equipment)	45
General Information	29-51
Grades and Reports	44
Headmasters	6
Health Supervision	41
Historical Sketch	21
Library	32
Map of the School	1
Medical Insurance	48
Payments	47
Physical Education	40
Pictures of the Academy	32
Placement Examinations	57
Placement Examinations, Preparation for	57
Plan of Residence and Eating	29
Prizes and Prize Winners	81
Procedure in Applying	54
Purpose of Phillips Academy	20
Regulations, General	44
Religion, School Policy on	30
Reports	44
Representation, Geographical	107
Residence, Plan of	29
Room Equipment	45
Scholarship Aid	50
Scholarship Funds	99
Smoking	45
Special Departments	17
Spending Money	50
Student Activities	36
Student Aid	50
Students, Names of—1958-59	107
Study Hours	43
Summer Session	51
Trustees	7, 8
Tuition Charges	47
Weekend Excuses	45
Work Program	43



Preliminary Application for Phillips Academy, Andover, Mass.

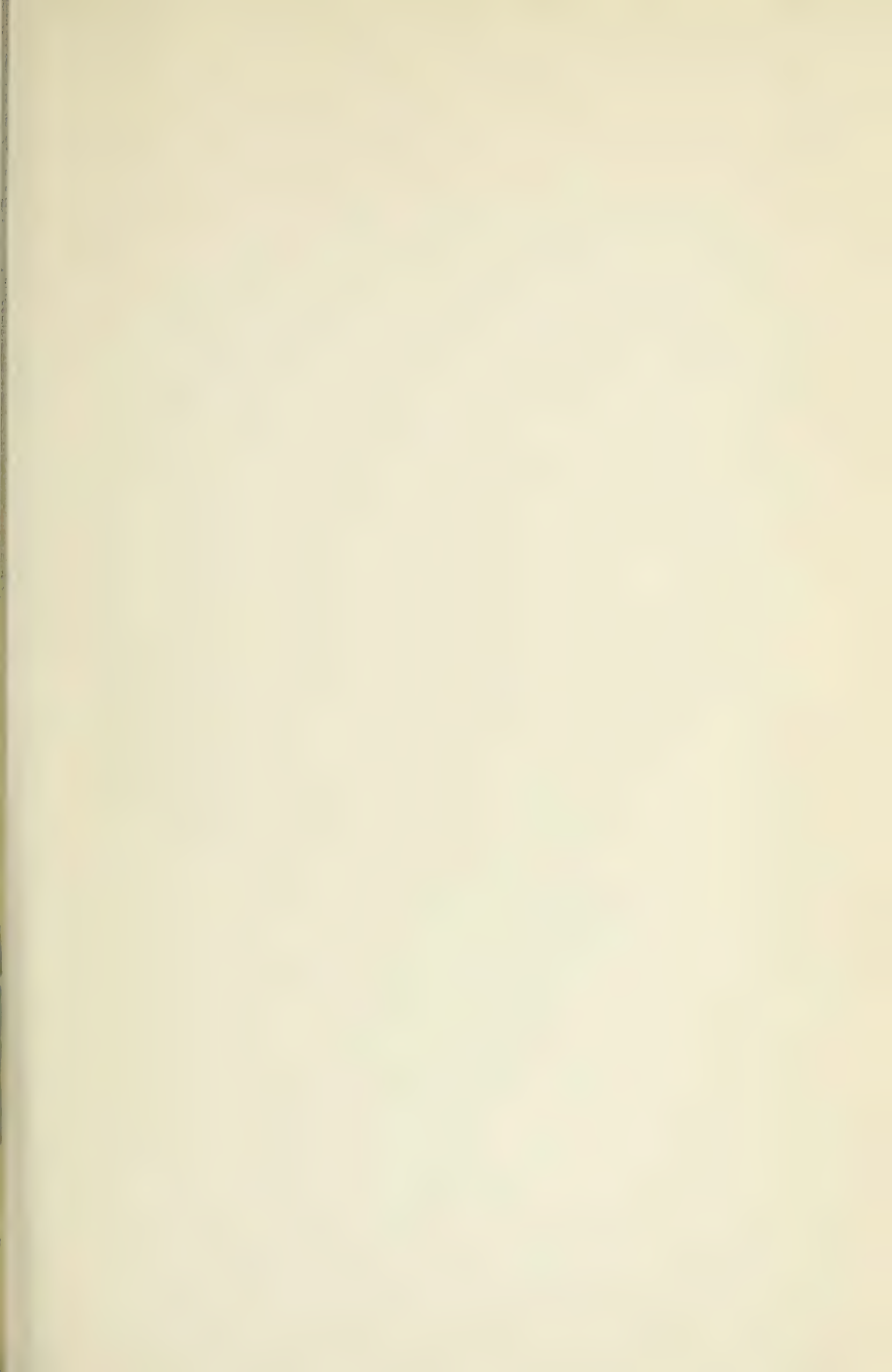
1. Time of proposed entrance: September, 19....
2. Class applied for: JUNIOR LOWER MIDDLE UPPER MIDDLE SENIOR
(circle one) (9th Grade) (10th Grade) (11th Grade) (12th Grade)
3. Boy's name in full.....
First Middle Last
4. Date of birth..... 5. Age at last birthday.....
6. Name of parent or guardian.....
7. Permanent address.....
8. Preferred mailing address.....
9. Name and address of school in which boy will be during the year just prior to his proposed admission to Andover (if definitely known).
.....
.....
10. Please list on the reverse side the names of relatives who are now at or who have previously attended the Academy.....
11. Will scholarship aid be necessary?.....

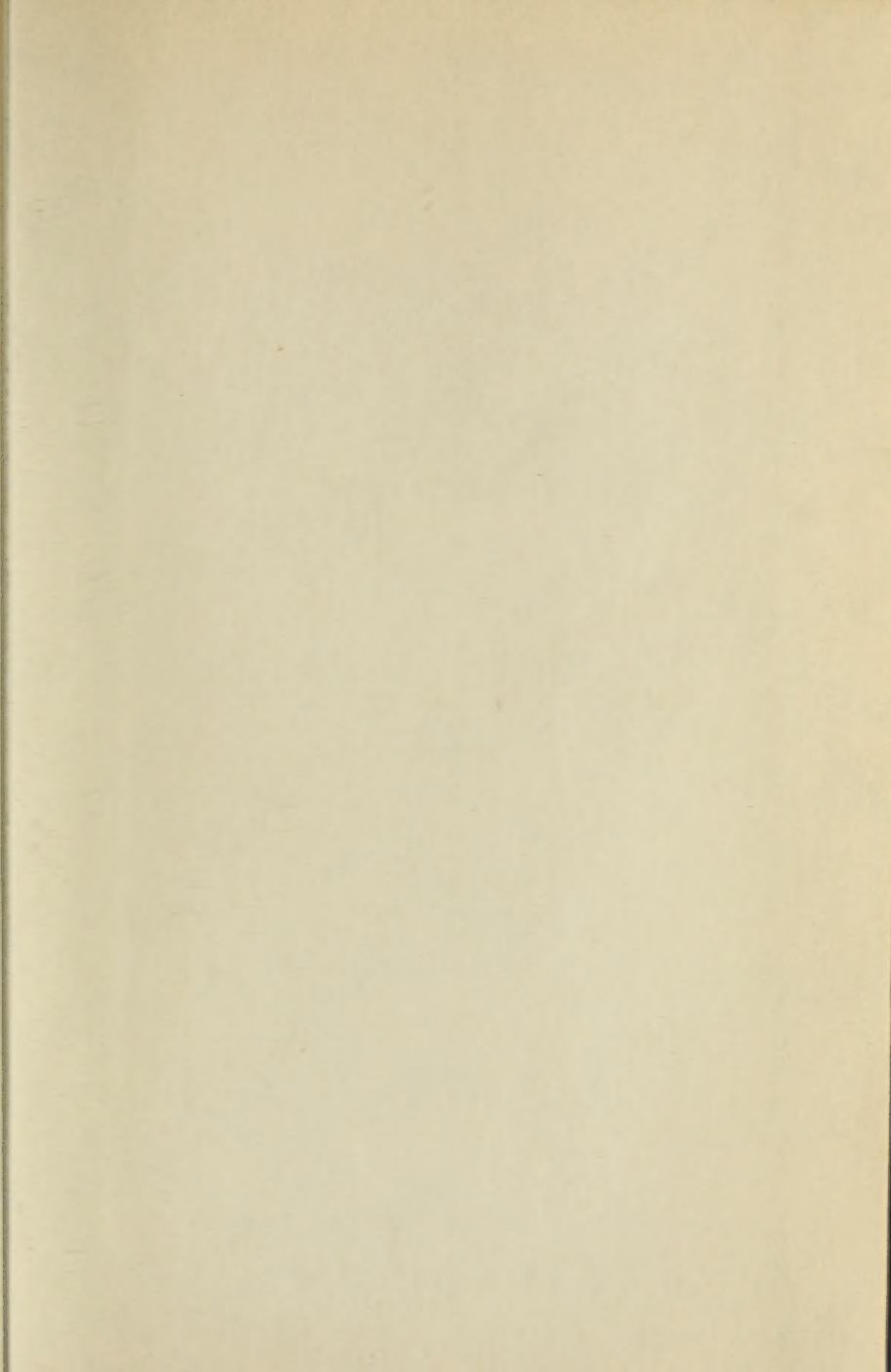
For further information, please consult the Catalogue under "Procedure in Applying."

Date.....

Signed..... (Parent or Guardian)

The required \$10.00 application fee, payable to the Trustees of Phillips Academy, should accompany this form. 60





WELLS BINDERY INC.
WALTHAM, MASS.
SEPT. 1966

